



Saint Joseph's Catholic Voluntary
Academy

How we teach History at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

<p>Vision: Intention, Implementation, Impact</p>	<p><u>Intent</u></p> <p>Our history curriculum is 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'</p> <p>At St Joseph's our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. Topics are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. Our curriculum at St Joseph's aims to ensure that all pupils.</p> <ul style="list-style-type: none"> • Gain knowledge of the past and the wider world • Understand the lives of people and the process of change and diversity within societies. • Ask questions and think critically about evidence and arguments throughout history. <p><u>Implementation</u></p> <p>History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology.</p> <p>Planning is informed by and aligned with the National Curriculum. Teachers have access to further guidance from national agencies, including the History Association, of which the school is a member. The History curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.</p> <p>By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt, and Islam.</p> <p>Opportunities are created for pupils to experience the history in the local area, such as visits to Arkwright's Mills in Cromford, the village of Eyam and the study of Whitworth Institute in Darley Dale.</p> <p>The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.</p> <p>Key knowledge is reviewed by the children using spaced learning and rigorously checked and consolidated by the teacher. History assessment is ongoing throughout the year. Summative assessment is completed at the end of each topic where history objectives have been covered.</p>
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	<p><u>Impact</u></p> <p>At St Joseph's Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and can recall their learning over time. Pupils work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.</p>															
Medium Term Planning: Steps in books	<p>History teaching follows a carefully designed curriculum. The following topics have been chosen to meet the needs of our children and school.</p> <p>Nursery/ Reception-</p> <table><tr><td></td><td>Nursery/Reception</td><td>KS1</td><td>LKS2</td><td>UKS2</td></tr><tr><td>Cycle A</td><td></td><td>Within living memory Grandparents Famous people and events</td><td>British Chronology (Stone – Iron Age) The Romans</td><td>British Chronology Anglo-Saxons and Vikings The Industrial Revolution (Cromford)</td></tr><tr><td>Cycle B</td><td></td><td>The Great Fire of London Castles</td><td>The Egyptians Ancient Greece</td><td>Ancient Islamic Civilisation Impact of War on Britain</td></tr></table> <p>This organisation of Topics has been designed so that Key Stage 1 are focusing on historical periods and events which enable them to understand more about history within and around 'Living History' and some historical topics and features important within British History.</p> <p>For Key Stage 2, Cycle A focuses on the topics of British History taught in Chronological order, whilst cycle B gives opportunity for Key Stage 2 to focus on the Ancient Civilisations and an element of more modern British History.</p>		Nursery/Reception	KS1	LKS2	UKS2	Cycle A		Within living memory Grandparents Famous people and events	British Chronology (Stone – Iron Age) The Romans	British Chronology Anglo-Saxons and Vikings The Industrial Revolution (Cromford)	Cycle B		The Great Fire of London Castles	The Egyptians Ancient Greece	Ancient Islamic Civilisation Impact of War on Britain
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Lesson Approach / Weekly Planning Differentiation	<p>Our history lessons always start with an assessment of prior knowledge of other areas of history that will support learning in their current topic.</p> <p>Each topic is designed carefully building on key components that naturally follow to build the whole picture of learning. Lessons will cover the sticky knowledge identified in the progression document.</p>															

	<p>The teacher will then take the created medium-term plans and edit those to meet the needs of their pupils, considering SEND and other children with additional needs accessing the curriculum.</p> <p>Each lesson starts with a revisit question or task to embed and support previous learning.</p> <p>Knowledge organisers are used within upper Key Stage 2, these are annotated to support learning.</p>
Prior Learning/Re cap	<p>At the start of a new unit of work, there should be five minutes spent where children can explore questions on this topic, what they know? What would they like to know?</p>
Key Vocabulary	<p>The vocabulary for each topic is identified on the medium-term plan and vocabulary document. This should be added to the working wall and displayed on the lesson slides.</p>
Assessment	<p>Assessment for learning</p> <p>Children's assessment in History is ongoing throughout the topic. Children are assessed against the sticky knowledge for that topic of work and given a grading of 1-4, in line with the St Ralph Sherwin Catholic Multi Academy Trust Assessment Framework.</p> <ol style="list-style-type: none"> 1- Means that a child is remembering all elements of the sticky knowledge and is applying it across history lessons and the rest of the curriculum where appropriate. 2- Means a child is remembering most elements of the sticky knowledge and is applying most of their learning across history and the rest of the curriculum where appropriate. 3- Means a child is struggling to remember much of the sticky knowledge and is not applying what they have learnt in their history lessons and across other areas of the curriculum. 4- Means a child is unable to remember and apply the sticky knowledge. They may be struggling to access the learning and will need to have an adapted curriculum. <p>Sticky knowledge is assessed through 'spaced learning' sessions. 'Can do' activities have been created to match the curriculum sticky knowledge. Teachers follow a Spaced Learning medium term plan to assess key knowledge and vocabulary. This can be recorded in 'Spaced Learning' books.</p> <p>In addition to this a teacher is continuously assessing sticky knowledge through all lessons and assesses against Insight objectives.</p> <p>Live marking also forms part of assessment in geography. Staff, give verbal feedback to all pupils during the lesson where possible. Staff use a yellow highlighter for elements which need pupils to revisit. Green highlighter identifies successful elements which link to the learning outcome.</p>

<p>How do we cater for all pupils?</p>	<p>At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement. We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.</p> <p>Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach. This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity. Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention. It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.</p> <p><u>Working Walls</u></p> <p>Working walls are an important feature in our classrooms that help support children's learning. They are interactive displays that show current topics, vocabulary, key learning points, and examples of children's work. These walls are updated regularly so that pupils can use them as a reference during lessons, helping them to remember what they have learned and apply it to new tasks. By making learning visible and accessible, working walls encourage independence, build confidence, and help children stay engaged with their learning journey.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.</p> <p>A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support. Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.</p>
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	Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.
Homework	<u>Homework</u> History homework is given on a rotational basis in the form of a creative task to be completed during half term.