



St Barnabas

Church of England Primary Academy

A member of **CDARI**

St Barnabas Guide to History

Lessons

At St Barnabas, a unit of lessons should begin by looking at the concept map that can be found here:

https://docs.google.com/document/d/1dF1iq8PVuyplcK8GcpxAlpMP6y-Wuq0X2xqDRdt_aGA/edit

If for example you are covering the Mayans in year 5 with a focus on lifestyle, it would be beneficial to recap the other units that have had a focus on lifestyle. This will allow the children to note similarities and differences between the time period being studied and previous units. Hopefully, this frequent recapping will lead to knowledge being 'sticky'.

Every unit of work on our overview has a key overarching question e.g. 'Why did Mahatma Gandhi visit Darwen?' 'How was Ancient Egypt different from the other ancient civilisations?' Your lessons should then be a sequential set of questions in order to give the children the knowledge to answer that overarching question.

This means each lesson should have; key vocabulary that will help the children to be successful in that specific lesson (KS1 1-3 key words, KS2 3-5 key words); knowledge element in the form of a question and a skill focus that can be found following the link below to our skill progression document:

https://docs.google.com/document/d/1SnzWGd4che2YLI-O3PYOf8Fwh_CdAYn0_B6hv_akqxQ/edit

Resources

To give staff a starting point for their planning and to develop subject knowledge we have access to 'Historical association' and 'Key Stage History'. This is to help teachers feel more confident in their teaching and to make the sequence of lessons easier to develop. However, it is important to note that we do not rely solely on these and we are expected to tweak the units to suit the needs of our curriculum.

Historical Association & Key Stage History

Primary schemes of work on the Historical Association can be found following the link below:

<https://www.history.org.uk/primary/categories/787/news/2122/primary-curriculum-schemes-of-work>

Primary schemes of work on Key Stage History can be found following the link below:

<https://www.keystagehistory.co.uk/>

The Historical Association is an extremely good model on how to build sequential question-based lessons as is Key Stage History. They also provide the children with the opportunity to work as a historian rather than just bombarding them with knowledge like a lot of schemes do.

Books

Presentation

- Long date underlined.
- Focus question for that specific lesson displayed in books and underlined
- Focus skill for that lesson displayed in books and underlined. Again, they can be found by following the link below:

https://docs.google.com/document/d/1SnzWGd4che2YLI-O3PYOf8Fwh_CdAYn0_B6hv_akqxQ/edit

Assessment

At the end of each term, it is expected that we assess the children using the steps on Target Tracker.

As you are teaching this year, please make a note of the skills and key vocabulary you have covered in each unit as and when you have taught them. This will allow me to form knowledge organisers at the end of the year that reflect our curriculum.

This will also form a method of assessment as we will be able to see the progression of skills through the different year groups.