History at Mulberry

The Mulberry History curriculum is ambitiously broad in scope, providing our pupils with a highly coherent understanding of the past and its impact on the world we live in today. Our curriculum is carefully sequenced to build on pupil knowledge, making explicit links to prior learning and subject specific vocabulary so that pupils develop a secure schema. As pupils move through the curriculum, they develop their knowledge of diverse societies, significance of key events and historical figures from Britain and the wider world. Our curriculum supports pupils in engaging with key historical concepts including significance, causation and continuity and change; to draw on their knowledge and to practise the methods of historical enquiry.

During EYFS at Mulberry

Understanding the world focuses on guiding children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

During Key Stage 1 at Mulberry

Pupils continue to develop their awareness of the past. They learn how to look at similarities and differences between life today and life in the past. They study the lives and lifestyles of familiar people in the recent past and learn about significant individuals and events in the more distant past, including those in the locality.

They talk and write about things that happened and why people acted as they did in the past, using History specific vocabulary and words relating to the passing of time. Pupils find out about the past using different sources of information and are introduced to historical concepts, including significance and similarities and difference. This prepares them to think in a historical way about the past as they approach the move into Key Stage 2.

During Key Stage 2 at Mulberry

Historical knowledge is built upon chronologically from the Stone Age at the end of Year 2 to modern day in Year 6. At the start of Key Stage 2, pupils begin with the study of ancient civilisations. They develop a strong sense of the ancient world and its achievements, making comparisons across different civilisations and regions, including Ancient Egypt and Ancient Sumer. Pupils study a broad scope of history from across the globe, including parts of the world that have relevance in our school population. We also draw on local history opportunities wherever possible. Within every unit of work, pupils learn how to carry out historical enquiry so that they understand how evidence is used to make historical claims. Enquiry questions are framed on historical concepts to support pupils in making connections, to think critically and to develop their own interpretations of the past. We plan for and develop pupils' fluency in using subject specific vocabulary by revisiting it throughout the curriculum. Pupils also develop and deepen their understanding of important historical themes which continue to impact on our world today, such as migration, trade, empires and invasion.

Planning

- A carefully constructed whole school map to inform medium term planning
- A medium term plan is constructed for each unit
- HEP curriculum planning and resources are used from Year 2 Summer term to Year 6
- Planning is written as lesson slides to ensure consistency from year to year
- Vocabulary is carefully mapped across the school to inform planning and develop pupils' schema
- Knowledge progression overviews with links between historical themes allow teachers to

Teaching

- Flexible groupings are used during lessons to provide stimulating discussion, drama and debate opportunities
- Storytelling is used to bring history to life, encourage pupils to make connections and develop their secure schema
- Reading is embedded through shared reading and the explicit teaching of tier two vocabulary. Links are made to reading lessons through carefully mapped high quality historical texts
- Resources are used to enhance learning including handling objects, pictures, historical documents

build on prior knowledge and prepare pupils for next steps

and where possible local experts
- Local history opportunities are utilised and teachers plan exciting experiences outside the classroom within every unit of work
- History lessons are taught every week and work is recorded in a history exercise book

Assessment
- regular low-stake retrieval quizzes allow teachers to assess what has been learnt
- ongoing assessment for learning informs next steps
- end of unit progress checks and synoptic tasks allow pupils to apply disciplinary skills and teachers can then see how well knowledge and understanding of concepts have been secured in long-term memory

EYFS:
- teachers and key workers make observations regarding pupil development in relation to the Early Learning Goals of 'Understanding the World' and 'People and Communities'

Resourcing and display

Working wall:
- Modelled examples will be displayed on the working wall and a Mulberry History timeline is displayed in every classroom
- Key vocabulary is displayed on the working wall and on traffic light

Resources:
- HEP booklets are used in lessons
- Historical non-fiction books are widely-available in both libraries
- books relevant to History topics are kept in each classroom book corners
- Unit grouped resources are stored and labelled for shared use across the year group

Marking and feedback

Work is marked according to the school marking policy
- Peer and self-assessment
- Oral feedback
- Written feedback
- Shared whole class review

Monitoring

Monitoring is carried out regularly by the subject leader and SLT throughout the school year:
- Learning walks during history lessons
- Scrutiny of history books
- Discussions with pupils about what they have learnt
- Planning support with built in reflection time