

## Learning walk: History November 2023

By: Katrina Grant

Focus: Use of vocabulary across the key stages.

Area: History

Observations	Evaluation
<p>Year R The topic is Celebrations, which naturally includes looking at major celebrations, such as Fireworks and its link to the Gunpowder Plot.</p> <p>KS1 In History KS1 had half a term looking at the hIstory of Woburn, they had discussed the fire, the number of inns, how it had been a thriving market town in the 1300. Therefore their vocabulary had started to include dates, chronological order and how places changed over time. (See the timeline for Scott). They had Looked at different explorers, ensuring a cultural cross section showing diversity. (Matthew Henson and Felicity Aston) There was a diary entry for year 2 focused on Scott of Antarctica. The children had timeline the events leading up to the Gunpowder plot.</p> <p>KS2</p> <p>The children are working on a Local Study which focused last half term on geography, including a field trip. Within this field trip the children learnt about the ruins of an early village church. They also undertook a trip to the Heritage Centre to learn about an alma mater of the school Paxton, who went on to design the Crystal Palace.</p> <p>Since the last learning walk the children had also visited Bradwell Abbey for a Roman experience day.</p> <p>Vocabulary is placed on a sheet at the front of their history books, and as it is an extensive list for KS2 , as well as using the vocabulary as appropriate throughout the topic, the children also start each History session by going through 10 words, to check understanding.</p> <p>Chronological understanding had been improved by the addition of an end of year musical covering a period not on the 2 Year Rolling programme, (Vikings summer 2023, with Great</p>	<p>Vocabulary is built upon over the 3 Key Stages. Teachers are aware of the vocabulary that they should teach within their class. The amount of written work and formative and summative assessment develops over the three key stages.</p> <p>Trips have taken place over all three key stages to the local Heritage Centre and the Badger class children will be helping as Young Curators in the summer term 2024, looking at enhancing the museum's Mouse Trail for children. Squirrels and Badgers enjoyed the Bradwell Abbey trip and Badgers are due to undertake a Tudor Experience day there in 2024.</p> <p>There is clear communication between the three classes with a positive attitude towards sharing resources, skills and ideas.</p>

Fire of London planned for Summer 2024). However, the start of the year's formative assessment showed that the KS2 children had little understanding of the chronology of the monarchy. To aid their understanding the children are learning the Horrible History song, following this with a timeline of monarchs. This is also aiding their historic vocabulary.

The Woburn School Song also helped them to place their school within a timeline and to visualise how many monarchs had been on the throne since it was built. At the time of this Learning walk the children had just started their history local study and could talk about the origin of the word Woburn and which King had been on the throne when it was first named. (Edgar the Peaceful!). Some year KS2 children could talk about the difference between Primary and Secondary sources.

### **What are we doing for SEND pupils?**

As across all curriculum areas SEND pupils are encouraged and supported to take an active role in all activities. Additional one to one support is put in place for trips and visits. Class work is adapted, usually via adult support, and the use of verbal responses, scribing and the use of typing (if required).

### **Overall Evaluation:**

- Teachers are confident and enjoy teaching History. They all use cross curricular links and also talk across the Key stages to plan trips and plays that will enhance the children's general understanding of the subject.
- A recent Pupil Voice (October 2023) showed that the children enjoy this subject, the KS1 children were keen to show their work and the diversity of people that they had talked about was clear.
- The use of singing to aid learning in history was clear, the current use of the Kings and Queens song was an obvious favourite.

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- **Areas for development:**

To ensure that the Young Curators scheme is fully planned and undertaken. It will require additional lunchtime clubs to be run from April to July.

To look at the retention of learning over a longer period of time, KS1 and KS2 undertake end of topic assessments, (often verbal, sometimes written), but knowledge overtime appears to disappear...perhaps use more "Folders of class evidence" or incorporate into the Free Readers Newspaper reports, so that the children can enjoy recapping and re-reading about prior learning.