

## Learning walk: History 9/11/2020

By: Katrina Grant

Focus: History

Area: How is history being taught around the school?

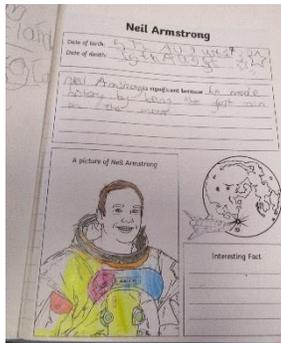
Observations	Evaluation
<ul style="list-style-type: none"><li>Year R are learning about the Gun Powder Plot.</li><li>KS1 are learning about Outer Space</li><li>KS2 are learning about WW2</li></ul> <ul style="list-style-type: none"><li><u>Wall displays evident</u>, linked to current learning.</li><li>EYFS Guy Fawkes pictures and writing with children acting out different scenarios.</li><li>KS1 Space Travel, huge wall display with a mixture of writing, printed and painted pictures and facts.</li><li>KS2 WW2, poppies and spitfires and a miniature air-raid shelter.</li></ul> <ul style="list-style-type: none"><li><u>Also evidence of history as a wider part of the curriculum.</u></li><li>EYFS a painting of the school, showing how old it is.</li><li>KS2 Time line.</li><li>All the children had participated in making poppies for Remembrance Day and were aware of what that is linked to historically.</li></ul> <ul style="list-style-type: none"><li><u>Evidence of history within books.</u></li><li>EYFS</li></ul>	<p>An awareness of History is very evident around the school. The children can talk about their recent learning and the older children are able to recall facts and stories from previous years.</p> <p>School trips are often the "favourite" part of their historical experiences.</p> <p>Teachers are using cross curricular links to enhance learning.</p> <p>EYFS frequently use child initiated role play to re-enforce prior learning.</p> <p>KS1 and 2 use formative assessment at a start of a topic to ensure planning matches needs.</p> <p>Children are encouraged to play an active part in their learning by asking questions about areas they would like to research. This is sometimes as a whole class or</p>



Independent writing based on the recently acted out story of the Gun Powder Plot.

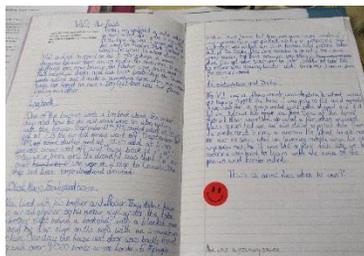
as an individually supported piece of work.

KS1



Write ups about the life of Neil Armstrong.

KS2.



More extended writing in KS2 on life as a child in WW2.

Evidence of Cross Curricular Links.

EYFS using drama to re-enact the Gun Powder Plot.



KS1 using art to enhance their learning about space.

KS2 Using word processing skills in I.C.T. to produce a class Time Line for History.



Evidence of Home/ School

involvement.

Project work, for example an earlier Tudor Project.



Talking with the children.

Talking with children from each Key Stage it was clear that the EYFS were very keen to act out their story. KS1 and 2 children had really good recall of joint history trips, for

example Hampton Court Palace. They are aware that their school is a Tudor building and that Elizabeth 1 was on the throne when the school opened. (This is also mentioned in their unique school song).



**Overall Evaluation:** The children in each Key Stage are having the opportunity to learn history in a variety of ways. The evidence in books shows that progress in the ability to write and record accurately progresses well as the child moves through the school.

**Areas for development:**

As soon as Covid restrictions are lifted staff are keen to reintroduce the ability to learn through school trips and visitors.