



History at St Merryn School





What does History look like in our school?

At St Merryn School, we aim for a high-quality history curriculum which inspire pupils curiosity and fascination about Britain's past and that of the wider world. We use our curriculum drivers of 'Resilience, Reach and Reflectiveness' at the utmost priority when planning for history.

The history curriculum at St. Merryn equips pupils with knowledge about the history of Britain, know and understand about significant aspects of the history of the wider world such as ancient civilisations. They will also learn about changes in living memory and beyond living memory, study the lives of significant people in the past, understand about historical enquiry and be able to ask and answer questions about the past.

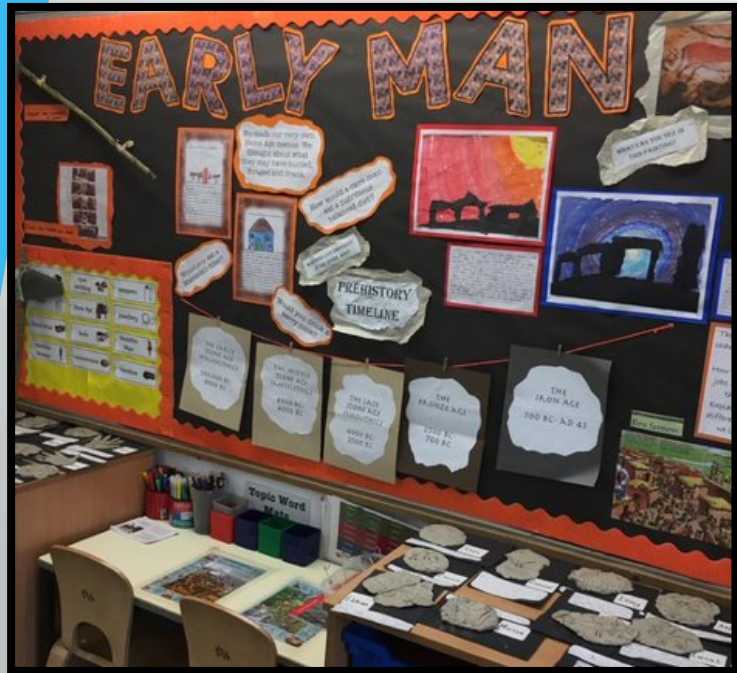
Pupils are given the opportunities to ask questions about people and events in the past and they consider how the past influences the present. As they do this, children develop a chronological framework for their knowledge of significant events and people.

Our history curriculum also encourages children to gain a sense of their own identity by looking at history within our locality. We encourage our children to build on previous knowledge that they have been taught before and develop a historical understanding of events over time.





How do we plan for success?



St Merryn Teachers use a variety of sources such as 'Key Stage History', 'The Historical Association' and 'Collins Connect' to plan. As a result, we have developed a two-year rolling plan to have regard to the National Curriculum requirements.

History lessons are planned so that they build upon the prior learning of the children.

There is planned progression built into the schemes of work and rolling curriculum programme at the Early Years Foundation Stage, KS1 and KS2.

Units are planned to include specific key questions which are focused upon factual, conceptual or debatable content.

We follow an enquiry-based model and each lesson begins with a question to engage the children. During and at the end of the lesson it is referred to and checked to see if the lesson has enabled the question to be answered.



Assessment

Castles

What?
A castle was a type of home built to protect the people inside.
There were 3 main types of castles:

- Motte and bailey
- Stone keep
- Concentric

Why and how?
Castles were built to protect the rich people inside.
The Normans invaded England from France in 1066. They needed to build castles to protect themselves.

Where and when?
Castles were often built on hilltops and near water to make them easier to defend.
Many castles were built between 1066 and the start of the Tudor period in 1485.

Who?
Kings, Queens, Lords and Ladies lived in castles. They were rich people that had lots of money.
Also people that worked for them lived in parts of the castle.

Key vocabulary
Battlements - the top of the castle wall with raised and lowered sections.
Portcullis - a strong iron gate that can be raised and lowered to block enemies.
Drawbridge - a bridge that can be lowered or raised to enter or exit a castle.
Moat - a deep ditch that surrounds a castle. It can be filled with water.
Keep - a strong tower built within castles for defence.
Bailey - the outer wall of a castle.
Motte - a mound forming the site of a castle.

Battle of Hastings - a battle fought in 1066 between the Norman French army and an English army.
William the Conqueror - he won the Battle of Hastings in 1066 and was crowned the King of England.
Bayeux Tapestry - an embroidery showing the events of the Battle of Hastings.

Timeline: 800 900 1000 1100 1200 1300 1400 1500 1600 1700 1800 1900 2000

Formative and summative assessment are both used within history. At the beginning of a new history topic, pupils are asked about their previous knowledge, and this gets recorded in class-based floor books.

On completion of a piece of work, teachers assess and make a judgement about the work of each pupil with regard to the National Curriculum. Children are encouraged to self-assess what they have learnt and how they can improve their learning.

At the end of a block of teaching in KS2, we create a blank knowledge organiser removing answers to the key questions (sticky facts) and pupils complete this as an open book paired 'quiz'. KS1 complete this as whole class with it being teacher led.

'Sticky facts' quizzes are then used via Microsoft Forms (KS2) to enable assessment from a distance (previous half terms teaching) to assess the pupil's ability to remember. KS1 continue to do this via questioning without the use of Forms.



History trips in Cornwall

We pride ourselves on taking our learning further from the classroom to visits with a historical focus within Cornwall. Over the past few years as well as recently, children have had the opportunities to visit the National Maritime Museum and Pendennis Castle in Falmouth, Padstow Museum, Carnglaze Caverns in Liskeard, South Crofty Tin Mine in Pool and Restormel Castle in Lostwithiel.





Keeping history local

As well as visiting what Cornwall has to offer further afield, at St Merryn School we also like to welcome local visitors and learn about the history happening nearby.

We have been to St Merryn Church to discuss the history of Padstow and the church, we have had talks from a local historian who lives in Trevone about Bronze Age finds on Trevone and Harlyn beach as well as visits from local grandparents and governors talking about life as a child during World War 2.





Continuing Personal Development

The history coordinator attends regular training sessions through KTSA Lead meetings on a termly basis and regular Teach Meets. They also keep up to date with Ofsted updates, recent government publications and through the Kernow Learning Leads Teams area.

