What does History look like in our school?

What does it mean to be a Historian? Intent

At St Mary's RC Primary School we aim to offer a high quality History education for all our pupils. The past influences all aspects of daily life, so we hope that by learning about the past, the children at St Mary's will have a good understanding of significant people, events and periods of time that have shaped today's society, and that they will develop a sense of self-identity through the study of world history and local heritage.

We aim to inspire children's curiosity and develop skills that enable them to ask questions, make connections and use a wide variety of evidence to develop and challenge their historical knowledge and inquiry skills.

The national curriculum for history aims to ensure that all pupils:

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Implementation

St Mary's History curriculum is high quality, promotes challenge for all children and is reflective of a broad and balanced curriculum. Our long term plan is well thought out and is planned to demonstrate progression from EYFS to Y6 and prepares the children well for transitions between Key Stages.

At the start of the year, an annual overview of each topic with knowledge organisers is shared with the children and parents. At St Mary's, we aim to equip the children with the critical knowledge and

key vocabulary they need in order to fully understand the historical concepts taught. Subsidiary questions, which underpin each lesson enable children to: think critically, debate evidence and develop perspective and judgement of historical events. These questions support the overarching '**Big Question'** for each topic**,** which is the final assessment which showcases the children's independent learning. We ensure that the critical knowledge supports and develops the skills the pupils need to become independent learners and thinkers. To facilitate this, our pupils are given the opportunity to investigate photographs, documents, factual accounts, and artefacts so they can understand how we interpret the past in different ways. Revision of key concepts and knowledge are revised regularly through low stake quizzes, so that teachers are able to assess pupils' understanding. Visits to historical sites and museums, as well as school visits are helping our children to gain further knowledge and understanding of what the past was like. The teachers link previous learning through retrieval practices.

Our Curriculum and High Quality Resources	
EYFS	Past and present ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past.
KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ● events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ● the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ● significant historical events, people and places in their own locality.
KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid

	questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ● Ancient Greece – a study of Greek life and achievements and their influence on the western world

Curriculum Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At St Mary's RC Primary we use formative assessment to adapt the teaching and learning to the arising needs of pupils and to consolidate the learning. Summative assessment in the form of **'The Big Question'** determines the children's understanding and inform teachers' planning.

The Curriculum Lead and the subject lead are reviewing the learning and assessment regularly through learning walks, book scrutinies and lesson observations.

Feedback and Assessment

Children receive precise and positive verbal and/or written feedback regarding their work, what is good and next steps for learning.
Feedback will be given to parents termly at parents evening or if needed more regularly on an individual basis. Children are given opportunities to deepen their learning through accessing '**Deeper Thinking'** tasks, which are carefully designed using Bloom's Taxonomy to.

Assessment and Tracking Progress	
EYFS	In EYFS we use the Development Matters Framework to assess children every term to inform their next steps.
KS1/KS2	In KS1 and KS2 we assess children after every term to see who is working towards and working at the national expected level. We also identify children who are working at greater depth in History. We use this formative assessment to inform the next steps for children with a particular focus on SEND and disadvantaged pupils. This information is passed on to the next teacher to ensure progression across the year groups.

Provision for those children who need additional support will be provided on an individual basis.