



ST MARY'S CATHOLIC PRIMARY SCHOOL

History Curriculum Statement



INTENT

At St Mary's, we believe that the study of history provides a context which helps us to understand ourselves, others and the world that we live in. History provides children with the tools and skills to become independent historians, who are able to research their own interests, reach their own informed conclusions and make reasoned judgements about the past. Through historical enquiry, children are encouraged to think critically about facts and opinions and gain a sound understanding of how historical events and significant figures have shaped the modern world. We intend to make the study of the past as 'real' and exciting for the children as possible.

We aim for children to become competent historians, able to recognise links, identify sources, describe and observe what they are learning, sequence events and compare historical sources of information. We hope they will become learners who can explain their findings and demonstrate their understanding by reaching informed conclusions, reasoning their judgements and evaluating and hypothesising information about the past.

Following the national curriculum we teach children to

- 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
- 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

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw conclusions, contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 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
- 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.

IMPLEMENTATION

The school follows the National Curriculum. We implement our history teaching using a themed, topic-based curriculum where history is taught in cohesion with other subjects, ensuring that the distinctive nature of history is maintained as a separate discipline. The curriculum topics are planned to support the acquisition of knowledge, building on children's prior knowledge incrementally over time. We use the Connected History scheme where appropriate, to support this process.

KS1

Pupils should develop an awareness of the past, using common words and phrases referring to the passing of time. They should know where the people and events they study fit in with 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 how it may be represented.

In KS1 children are taught about

- Changes within living memory
- Events beyond living memory
- Significant individuals from the past who have contributed to national achievements
- Significant historical events in our own locality

This is taught through the topics of 'Let's Celebrate', 'Fire and Dragons', 'How Does your Garden Grow?' 'Magic and Fairy tales', 'All Creatures Great and Small' and 'Up and Beyond and On the Move', over 2 years.

Pupils will be encouraged to use the skills of recognising events from the past, identifying sources, describing events, observing, selecting sources, categorising, classifying information, sequencing events, comparing and contrasting sources and recounts, recalling information, reasoning and speculating within a historical context.

In 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 KS2 children are taught

- 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 (The Victorians)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2, The Tudors)
- the achievements of the earliest civilizations (Ancient Egypt)
- Ancient Greece
- a non-European society that provides contrasts with British history (Benin civilisation)

These areas are split between upper KS2 (years 5 and 6) and lower KS2 (years 3 and 4).

Children will be encouraged to continue to use the skills practised in KS1 and build on them to summarise what they have learnt, explain their learning and demonstrate their understanding. They will then be encouraged to empathise with situations in the past, to reach informed conclusions, make reasoned judgements, justify their findings, apply their knowledge in a range of ways, evaluate what they have learnt, critique it and hypothesise.

The learning is documented in a variety of ways, including learning journals which shows all work covered in topics, through photographs and videos.

We implement this curriculum through using The Connected History scheme of work, fitted in to topics where appropriate. Teachers will also use their own planning, judgement and other resources they source to enhance the learning experience.

Where ever possible children will be given opportunities to visit sites of historical significance as well as engage with the wider community and staff or visitors who can re-enact or relive their own experiences of past events.

IMPACT

The study of history helps children to understand who they are and where they have come from. Through the history curriculum, children become aware of how significant figures have influenced the world we live in today. Effective mastery in history encourages all pupils to think critically about the past and evaluate the impact of historical events on the modern world. Pupils are able to compare and contrast customs and beliefs from one society to another, empathise with people of the past and analyse their motivation and decisions. They should also learn to select the most appropriate source of evidence, evaluate the reliability of sources and form their own opinion about historical events from a range of sources. As a result of this, pupils will develop critical thinking skills which will help them to develop a comprehensive understanding of the past.

HISTORY IN THE EARLY YEARS

History is taught through the Early Learning goals. Through Communication, children are encouraged to ask and answer questions about the world we live in and the world of the past. Learning about People and Communities, children have opportunities to discuss people important to them in their own lives and in their own pasts. They talk about special times, for example Diwali and Christmas, Fireworks night, discuss family routines and customs. They look back over their year at school through their learning journeys. They learn about The World through observing the world around them and asking questions about it, observing changes over time in plants, seasons, growing animals and humans. They will be encouraged to explore these themes, reflect on their own special events and express their own past experiences through play and topic based learning.

Each year, our topic cycle starts with a topic based on themselves, 'All About Me' and 'People who help us.' These topics help children begin to understand their own identity, similarities and differences in appearances and cultural routines. Through PSHE and RE, they have many opportunities to discuss their own feelings and understanding of the world through their own experiences which helps them to build a picture of who they are and their own history and customs. The learning environment is enriched with topic based historical objects, where ever possible to enhance children's curiosity and incorporate into their imaginative play. They also have access to a variety of fiction and nonfiction texts. They are encouraged to explore the world around them. Teachers encourage children to question and develop curiosity about the world around them and historical events in our everyday lives. These skills are fundamental in the development of our historians.

