



'Love one another as Jesus loved us' (John 13 v 34-35)

## History at St Mary's CE Primary School

### History Curriculum Rationale

At St Mary's CE we are historians! We want the children at our school to love history. We want our children to aim high, be ambitious and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The history curriculum has been carefully designed and sequenced so that our children develop their historical capital. We want our children to remember their history lessons in our school and embrace the historical opportunities they are presented with! Recently, as part of their learning in the 'Changes in Britain from the Stone Age to the Iron Age' topic, Year 3 pupils enjoyed a full day workshop in which they gained first hand experiences of handling, sketching and placing artefacts within different time periods. Additionally, as part of their study on 'Ancient Egypt and its achievements', Year 3 pupils have previously re-enacted Howard Carter's discovery of Tutankhamun's Tomb, while in Year 2, pupils have re-enacted 'The Great Fire of London'. Immersive experiences such as these have enabled pupils to understand life at that time and the problems people faced while discussing the importance of eyewitness accounts as a source of historical evidence. Bringing history alive is important at St Mary's CE Primary School.

### Curriculum Intent

The history curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the history National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We aim for our pupils to be prepared for life beyond St Mary's and in modern Britain by developing their understanding of the role, contribution and importance of different groups of people. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. Through the curriculum, we aim for children to have developed an appreciation of their own identities and cultural differences through both overviews and in-depth studies of civilizations, looking at similarities and differences. We aim for them to have an understanding of how the achievements of civilizations and significant individuals have contributed to national and international achievements and how this has impacted and influenced lives today. We want to inspire pupils' curiosity to know more about the past and understand how to make positive contributions to the local area and the wider world. This often feeds into the history curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities, which are normally out of reach, to engage and intrigue our pupils. For example, after revising the history long term plan to cover local, national and global figures who have contributed to National and International achievements, pupils in Year 1 learn about Annie Kenney, a local figure significant to the Suffragette movement, and in Year 2 learn about the famous explorers Christopher Columbus and Neil Armstrong.

We firmly believe that it is not just about what happens in the classroom, it is about the benefit we offer to really inspire our children with activities such as trips, workshops. Previously, children in Year 4 have visited the ‘Grosvenor Museum’ in Chester as part of their learning in ‘The Roman Empire and its impact on Britain’ and children in Year 1 have visited the ‘Museum of Science and Industry’ in their topic on the ‘Industrial Revolution’.

## **Curriculum Implementation**

We have just completed a second review of the history curriculum and this will become an annual task. In this second review, the history curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited. The medium term plans are under review to ensure that the progression document is clearly reflected in the sequence of learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way history is taught throughout our school, follows a consistent structure.

Content in history is organised around an overarching ‘enquiry’ question which helps to direct learning around key historical concepts and skills and matches the statutory subject content. With the reviewed curriculum, pupils explore and apply the substantive and disciplinary knowledge required for each topic and develop their skills in being a Historian. This approach/ sequence is taken for every history topic. History subject specific characteristics, which we expect the children to demonstrate, have been developed. These characteristics underpin all work in history.

These characteristics are:

- To gain a coherent knowledge and chronology of Britain’s past and the wider world
- To ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement about events in history
- To appreciate the complexities of people’s lives, the process of change, the diversity of societies and relationships between different groups of people as well as their own identity and the challenges of their time
- To know the significant aspects of ancient civilisations, and the expansion and dissolution of empires
- To develop an awareness of concepts such as: continuity and change, cause and consequence, similarity, difference and significance and use them to make connections
- To understand methods of historical enquiry
- To understand connections between local, regional, national and international history
- To be inspired by and develop a passion for the subject

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children’s learning. For example, when children in Year 4 are considering what life was like as a child during the Industrial Revolution in Manchester, as part of their Local History Study, they are building on their learning of what happened during the Industrial Revolution in Year 1. Similarly, as part of their study of the Maya civilization, the children in Year 6 call upon their

knowledge of Mexico from their learning in Year 2. They consider the similarities and differences between worshipping, belief systems and practices as they make comparisons with their studies of the Ancient Egyptians in Year 3 and Romans in Year 4. They consider the hierarchy of power in a Mayan city state and how this was similar to or different from other civilizations such as the Ancient Egyptians. Additionally, in Year 5, when they explore the crimes of the highwaymen, as part of their study on changes in crime and punishment from the Anglo-Saxons to the present, they also read and explore the classic poem, The Highwayman in English. Our children are taught connected knowledge.

Class Teachers have devised year group long-term curriculum plans which outline when the different subjects and topics will be taught across the academic year within the year group.

Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each topic. These set out the learning challenges for each lesson and closely reference the key learning, vocabulary and progression document.

Classes in Key Stage 1 and Key Stage 2 will be taught between one and three history units of work per year, which will usually consist of a series of between six and eight lessons. This ensures that all the National Curriculum objectives are covered and there are opportunities to revisit subject matter and reinforce vocabulary. We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

### **Curriculum Impact**

We use both formative and summative assessment information in every history lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points, once finalised, for each year group ensure that skills in history are progressive and build year on year.

Our aim is for staff to use history formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic.

Assessment information in history is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in history includes: book scrutinies, lesson observations and/or learning walks, pupil voice and parental views.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

**At St Mary's CE Primary School,**

**we are**

**HISTORIANS!**

## **History programmes of study:** **Key Stages 1 and 2**

### **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Aims**

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

- 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 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

## **Attainment targets**

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.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

## **Subject content – Key stage 1**

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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.

## **Subject Content – Key Stage 2**

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
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300