

Our History curriculum is built upon our 4 core values: Faith, Challenge, Pride and Success. The aim of our history curriculum is to stimulate the children's interest, curiosity and understanding about the past. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. We equip children to ask questions, think critically, weigh evidence and develop perspective and judgement.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We follow the national curriculum for history as this ensures cohesion and progression. History is the driver for all curriculum work for the whole autumn term enabling children to become immersed in their history learning and make meaningful links to other areas of the curriculum through the project concepts. The history curriculum is based upon the subject specific concepts of historical understanding (sequencing, scaling, duration, interval, concurrence) source analysis and interpretation (extracting, interrogating, evaluating) and historical enquiry (asking, investigating, questioning) which are built upon each year.	Pedagogical Approaches	The pedagogical approaches to the teaching of history are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. The school follows a six-part lesson sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. 	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book Rosenshine's Principles in Action.
End Points	All pupils leave our school equipped with an understanding of the past that paves the way for their future. The pupils will be well prepared for history study at key stages 3 and 4. We teach children to investigate these past events and, by so doing, to develop the skills of: enquiry, analysis, interpretation and problem-solving. Each history project ends with an authentic outcome where the children work towards presenting their learning.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for history at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	The history curriculum has been carefully designed to ensure clear progression of knowledge, skills and understanding. This is structured through the projects. Children begin in EYFS and KS1 exploring their own and family history progressing to local history. The consistent use of the timelines is intended to support the development of the children's schema. Knowledge organisers are used in each topic to highlight the most important learning.	Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts and timeline events. The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge, for example, so that pupils recognise that events were taking place across the world at the same time. Different viewpoints and perspectives are actively encouraged.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their project books, to support themselves with new learning. Evidence will be recorded in a variety of forms. A discussion of previous learning will form the beginning of each lesson. EYFS record evidence using 'Seesaw.' There is an expectation that the learning in history is evidenced in books at an age-appropriate level.



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<p>Alignment to EYFS</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. In developing the children's understanding of the world, we build upon their personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision foster their understanding of our culturally and socially diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Understanding of the world with a focus on past and present is a particular curriculum driver in the autumn term. Children are given opportunities and experiences to enable them to meet the expected level of development. A key aim of our St Mary's EYFS curriculum in relation to understanding the world is to be able to talk about experiences within their living memory and compare their experiences to those in the past.</p>	<p>Knowing More and Remembering More</p>	<p>Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Knowledge organisers are used to share key information and are regularly referred to and added to in order to activate prior knowledge and as a scaffold for learning.</p>	<p>Talking to Pupils</p>	<p>The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.</p>
<p>Addressing Social Disadvantage</p>	<p>We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these. Links are made between the history curriculum and other areas of the curriculum through the project concepts and Catholic Social Teaching links. Reference and links are made to our school rules, values and mission statement. To meet the need of our children to experience diversity, we ensure that the history curriculum includes historical figures and historical perspectives from a range of ethnic and social backgrounds, cultures and gender. Reference and links are made to our school rules, values and mission statement.</p>	<p>Teacher Assessment</p>	<p>Well planned pre-learning tasks help to bring out what learners already know and what misconceptions they may have. We take account of the outcomes from pre-learning tasks to plan. Teachers assess formatively and summatively in each lesson according to the skills progression. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the skills progression, having three data points, one at the end of each school term.</p>		
<p>Local Context</p>	<p>There are opportunities to engage with the rich local history, which can bring history to life for our children. It is also important that we anchor history within the heritage of our children so that they can understand themselves.</p>				



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Meeting the needs of vulnerable learners	The approach of high-quality, inclusive teaching is central to meeting the needs of all pupils, including those with SEND. The mastery model promotes keeping pupils together through carefully sequenced small steps. Adaptations are made within whole-class teaching to ensure all pupils access the same ambitious curriculum, with additional support used to secure understanding without narrowing content.				
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In our history curriculum, disciplinary knowledge is represented by the following areas:

- Significance: Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study)
- Evidence: Information gathered from historical sources
- Similarity and difference: Understanding the extent of similarity and difference between different sorts of people – and between people within the same group
- Continuity and change: Understanding that some things change and some things stay the same
- Cause and consequence: Understanding a chain of events and developments
- Interpretations: Understanding how and why interpretations of the past can differ

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In history, this would include concepts such as Empire, Monarchy, Law or Conflict. Substantive concepts appear throughout the history curriculum and are explored in different year groups through different historical periods. By highlighting these concepts, we are able to ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.

