

Subject Rationale

Our vision for history:

During a child's time at St. Mary's, we aim to engage pupils with a relevant, exciting and challenging curriculum, which inspires curiosity and is appropriate to prepare them to further develop concepts at secondary school. Our school commits to building young historians who are able to make links and connections through key concepts and knowledge that is embedded in their long-term memory. This approach is reflected in all of our planning. Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety we explore them through the key concepts, which in turn support pupils to delve deeply in aspects of historical topics.

The content of our history curriculum:

In history we follow Chris Quigley's Curriculum Companion as its concepts provide children with a consistent, engaging foundation that builds upon learning across the key stages. Children in year 1, 3 and 5 will be first introduced to the topic through the relevant concept and will gain a good understanding of the main events and basic knowledge. In the following year the children in year 2, 4 and 6 will then gain a deeper understanding of this topic building on their previous knowledge.

In Reception children will follow the Early Years Framework. History links closely with the specific area of learning 'Understanding the World' Understanding the world involves guiding children to make sense of their physical world and their community. Through discussions, the use of stories, non-fiction texts, planned experiences and opportunities, children will learn and talk about the lives of the people around them, including immediate family members and members of the community. Children will begin to understand the differences between things in the past and now through exploration of historical events, celebrations and festivals and through observations of changes over time such as growth, days of the week, months of the year and seasons.

In Key Stage 1, children will continue to build on their understanding of chronology starting in 1605 focused on the key events of the gunpowder plot. They will move through history exploring significant people such as Jethro Tull and Tim – Burnes Lee and their impact on farming and society. While also exploring key campaigners and the influence they had on the world. They will also explore the effects of the Great Plague and WW1 as events beyond living memory. In addition, KS1 will build on the knowledge from EYFS exploring the moon landing and the reign of Queen Elizabeth and Queen Victoria.

In Lower Key Stage 2, will explore the changes to both farming and settlements during the Stone to Iron age. They will focus on the change to Britain's society during the Roman era and the conflict involved. They will also explore the Anglo-Saxons and the role of beliefs. They will continue this concept when exploring the Vikings while also the role travel played.

In Upper Key Stage 2, children will begin by focusing on the achievements of the Egyptians looking at the impact on society and their beliefs. They will continue to build on

their knowledge by exploring the Ancient Greeks and a non-European society – The Aztecs. They will explore the Victorians era, linking this to our local history.

Our topics are taught through overarching concepts. These are settlements, society, travel and exploration, culture and pastimes, food and farming, beliefs, conflict, and artefacts.

Inclusion

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances.

Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, to enable all pupils to make good and sustained progress in history. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Opportunities and Resources

In school we have a wide range of physical resource that are used to engage children in lessons. While also providing wider opportunities such as appropriate visitors and trips linking to the current topic.

Assessment

In History, assessment will take place in the form of knowledge quizzes to assess the children's understanding of the completed topic. This will consist of questions linking to the key knowledge, skill or vocabulary taught within each topic.

Monitoring

The history lead will review the implementation and the development of the curriculum in consultation with the Headteacher, staff members and governors. Monitoring is done through a range of methods including:

- Regular book scrutiny
- Learning walks
- Display and learning journey observations
- Teacher observations
- Teacher surgeries
- Pupil voice surveys