



History at St Mary's

Intent:

At St Mary's, we strive to equip children with the skills needed to be historians. We aim to promote a love of learning about the past, enable pupils to make links in their learning and give opportunities for considering how events or individuals in the past have impacted our lives today and may influence decisions made in the future. Our sequential and progressive history curriculum meets the requirements of the National Curriculum and encourages children to be curious, think critically and present arguments.

Essential characteristics of historians:

A love of finding out about life in the past.

An ability to evaluate sources and choose the most useful one.

An understanding of the concept of chronology.

An ability to organise knowledge to answer a question or put forward an argument.

Consideration of not only what happened, but why it happened and its impact.

An ability to make links, recognise trends, identify similarities and differences and understand cause and effect.

At the end of Foundation at St Mary's CE

Children have an awareness of the concept of past and present through talking about past and present events in their own lives and the lives of their families.

At the end of Key Stage 1 at St Mary's CE

Children understand that the past could be in living memory or beyond.

Children begin to use a range of sources to find out about the past.

Children ask and answer questions about life in the past and make comparisons between different historical periods and people.

Children will have knowledge of events within and beyond living memory and significant individuals from our local area and further afield.

Children are introduced to the Golden Threads through whole class discussions.

At the end of Key Stage 2 at St Mary's CE

Children are able to place periods/civilisations studied on a timeline, know which existed before and after each other and which co-existed. They use this knowledge to identify causes and effects, as well as make comparisons.

Children evaluate the reliability/usefulness of different sources and choose the most appropriate to help with their learning.

Children understand how events/customs of the past have shaped the world we live in today.

Children will have knowledge of a variety of different civilisations, our local history and World War Two.

Children are able to link their learning to the Golden Threads independently.

Implementation:

- We are a one and a half form entry school. To ensure complete coverage of the National Curriculum we:
 - Follow a two-year rolling programme in Key Stage 1.
 - Follow a four-year rolling programme in Key Stage 2.
- All units have an overarching enquiry question. This helps to give learning a clear purpose and promote a love of the subject. It also helps children to develop their history skills by giving them an opportunity to use facts they have learnt to answer the question or argue a case.
- Skills progression documents are used when planning to ensure that children develop the history skills appropriate to their age. These skills are used to write success criteria which is shared with the children in lessons.
- Our curriculum is driven by the Golden Threads (settlement, beliefs, culture & pastimes, conflict, society and travel & exploration) and the Key Values (faith, hope, forgiveness, justice, aspiration). In each lesson, children discuss how the Golden Threads and Key Values relate to their learning and this enables children to make links across different topics (see also 'Mind Map Moments').
- All units have 'wow sessions'. This promotes a love of the subject and gives opportunities for children to develop their history skills and consolidate their learning.
- Mind map moments are used in Key Stage 2 to enable children to organise their knowledge into categories, based on the six Golden Threads. This gives children opportunities to make links between the different historical periods, people or events that they have studied, as well as helping them to recap their learning.
- Assessments are carried out at the end of each unit through a reflection task to answer the overarching question and identify skills that have been used.
- Each lesson contains a recap session in which Rosenshine's 10 Principles of Instructions are used.
- Staff ensure that children use high quality and accessible sources and resources in their history lessons.

Cultural Capital

Cultural capital is promoted through school trips to museums or places of historical interest. Artefacts and links with historical organisations also support cultural capital.

Career Professional Development

Useful resources are shared with staff during CPD sessions.

Staff come together to evaluate and improve the teaching of history.

Spirituality

Use of artefacts and visits to museums and places of historical interest will enable children to experience awe and wonder at the way in which people lived in the past. Trips and investigations give children opportunities to ask big questions about life in the past and the impact it had on our lives today.

Impact:

- Children develop skills needed to be historians, as well as learning facts. They are aware of the skills they are using and reflect on how these skills enable them to find out about the past.
- Children make links in areas of learning by referring to the Golden Threads.
- Children use facts they have learnt to answer an overarching question or argue a case.
- Children have a love of history.