



St Margaret Mary's Curriculum Statement

We try to follow Jesus in everything we do.

History

Intent

Our History curriculum is tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from history. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary's RC Primary School children are taught History through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), History is taught through the area of learning known as "Understanding of the World" as set out in the Early Years Progress Model, in which the children are taught skills and knowledge through areas such as: 'personal experiences', 'past and present' and 'people and society'. This is delivered through motivating and exciting themes and is part of the creative curriculum.

Our topics are split on a two-year rolling programme due to mixed aged year groups. Over the course of their journey in primary school, children develop their knowledge, understanding and skills in history, taking into consideration prior knowledge and significant world and local events.

We use the national curriculum as a base and divide it into four areas.

History

- Chronology
- Contextual Knowledge and Conceptual understanding
- Historical enquiry and Investigation
- Historical communication

Implementation

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic based approach is used to deliver the content within a meaningful context and wherever possible cross curricular links are made; particularly linking with geography, art, dt, the British values, our school values and SMSC. However, teachers make it explicit to the children that they are learning history skills and encourage them to think 'like a historian.'

At Key Stage 1: topics taught include learning about a range of famous people in the past who have contributed to national and international achievements such as Christopher Columbus and Florence Nightingale. These are chosen carefully to ensure pupils learn about individuals of both genders and from diverse backgrounds. Other topics

Focus upon changes within living memory and events beyond living memory that are significant nationally or globally including the Great Fire of London and the 1960's.

Key Stage 2: The National Curriculum for History outlines that pupils should continue to develop 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 understand how our knowledge of the past is constructed from a range of sources.

At St Margaret Mary's, a long term plan with carefully constructed units of work covering the full range of skills is in place to achieve this.

History is taught within each year group following a two year rolling programme due to mixed aged classes. Medium term plans ensure coverage of both the required knowledge and the subject specific skills.

Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. During topics, children revisit aspects of the curriculum in order to build their long-term memory such as timelines and chronology. One element in the development of the pupils' communication skills is for pupils to apply their writing skills within an extended written piece linked directly to their history theme.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments both in a local and world-wide focus.

A whole school system is used which links the ARE to each child's own research and classroom studies and assessment.

This is done through:

- Title pages with 'I cans' taken from the schools ARE's from the national curriculum
- What I know grids (or KWL grids) used to see what prior learning children have and as a monitoring and assessment tool

Impact

A high quality historical education feeds into all areas of the curriculum. Skills and knowledge gained are particularly relevant to science, mathematics, English and geography.

Children will:

- Gain skills of critical thinking and acquire and effectively use new vocabulary
- Develop the ability to weigh evidence and to think through an argument
- Build judgement and perspective through chronological studies
- Develop research, interpretation and presentation skills which can then be disseminated using ICT and art and design mediums

We challenge pupils to begin 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.