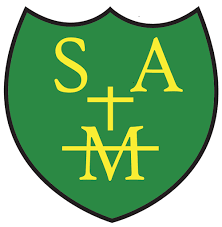
**History at St Augustine’s Catholic Primary School**



**“We are not makers of History, we are made by History “**

**Martin Luther King - Jnr**

**Intent**

Our intention is that every child will be an interested and inquisitive learner of History. We follow the National Curriculum programmes of study for each year group, aiming to create the very best historians, well equipped to continue their studies in history as they move throughout their education.

Our intent, when teaching history, is to stimulate pupil’s curiosity about the past, and to develop their knowledge, skills and understanding of why people interpret the past in different ways.

We recognise it is fundamental that pupils develop chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristics of a particular period. In order to communicate their understanding, key historical terms are taught well and in context. The explicit teaching of the precise and subtly changing meanings of vocabulary linked to each topic has been developed over time with careful planning and revisiting allowing for long-term retention.

We offer a high-quality history education that will help pupils develop a passion for learning and gain a coherent knowledge and understanding of Britain’s past and that of the wider world.

**At St Augustine’s, we intend for our children to:**

* Be great Historians: developing a love for learning, curiosity about the times and events that helped to shape the modern world.
* Gain the skills of thinking critically, looking at evidence, asking questions and making judgements.
* Recognise the diversities of societies and relationships between different groups
* Understand their own identity and challenges of their own and others times

**Implementation**

The planning of each unit has been rooted in the four key concepts of: Chronology, Communicating History, Investigating the past and Thinking like a Historian. High quality input from experts and educational resources, including detailed CPD, complement the delivery of specialist learning, just as high-quality teaching responds to the needs of children.

Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice. Research around cognitive science is used to help children learn and remember more.

Throughout units of work teachers will make links and encourage children to connect past learning and historical knowledge and skills. Lessons are clearly linked to the threshold concepts of the National Curriculum and are planned in sequences that provide children with the opportunities to review, remember, deepen and apply their understanding. Formative assessments are used within lessons to gain understanding and shape teaching and learning. Wider opportunities are provided to enhance children’s experiences both inside and outside the classroom.

Each unit of work has: a clear rationale, key topic vocabulary, builds on pupil’s prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Assessment strands in topics give pupils the opportunity to demonstrate their learning and the knowledge companions that we call ‘Learn it! Link It!’ These help pupils to remember the key elements of the topic. This also helps pupils to organise their learning into relevant areas and make links to other areas and subjects..

**EYFS**

Pupils are taught about

Past and present toys

Royal Family

Remembrance Day

Black History

**Key Stage 1**

Pupils are taught about

**Changes within living memory: Toys through Time.**

**• Events beyond living memory that have a national significance: Gunpowder Plot, Great Fire of London**

**• The lives of significant individuals in the past who have contributed to national and international**

**achievements: Women in History, Explorers**

**• Some topics compare aspects of life in different periods: Women in History, Comparing Queens, Explorers**

**• Significant historical events, people and places in their own locality.**

**Key Stage 2**

All pupils are taught about:

**• Ancient Greece – a study of Greek life and achievements and their influence on the western world**

**• Ancient Egypt- the achievements of the earliest civilizations**

**• Changes in Britain from the Stone Age to the Iron Age**

**• The Roman Empire and its impact on Britain**

**• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

**• Black History**

**• The study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066\***

For the aspect or theme of British History, we have selected to teach pupil about:

**• Henry VIII and the Reformation**

**• The Changing Power of the Monarchy; from absolute rule to constitutional rule**

**• Conflict through Time**

**• Crime and Punishment**

**• Victorian Britain and the Industrial Revolution, including the development of the railways.**

Our curriculum includes opportunities to make links to local history where we can to support our children in developing awareness of locality.

**EYFS**

In EYFS, children are exposed to a range of Historical themes throughout the year, through both specific topics and special events. The Reception Class provision allows for a balance of self- initiated enquiry and adult-initiated activities for whole class, small group and individual. As part of the Understanding The World area of learning, Reception focus on a range of themes which prepare them for later historical learning in Key Stage One and Two. Children find out about the local area, past and present toys, Space and events such as Remembrance Day. Both the environment and skilled practitioners foster curiosity and encourage children to be motivated to ask questions about and think about the past.

Our History curriculum offers planned educational experiences, driven by shared principles and creative approaches that make full use of opportunities for ‘real world’ learning. We plan Educational visits to bring our schema to life and develop ‘real world’ learning.

**Impact**

When pupils leave our school, pupils will know more, remember more and understand more about

History. They will have developed a secure knowledge and understanding of people, events and

contexts from the historical periods covered and developed the ability to think and write like a historian. Monitoring is implemented for History to ensure high standards are achieved. The outcomes in History books evidence a broad and balanced history curriculum and demonstrate the pupil’s acquisition of key knowledge and topic, ‘end points’. The children’s work and quality of lessons is evaluated by book looks, learning walks and observations which subsequently inform future areas for improvement.

Most pupils will achieve age related expectations or above in History and clear progress will be evident in their topic work and in topic assessed tasks.

Children at St Augustine’s enjoy History lessons and talk enthusiastically about their learning. Children clearly understand the importance of their history learning and can use appropriate vocabulary with confidence when they are talking about their learning.

Cross-trust assessment tasks are completed from Year 1 to Year 6. These are created with KS2 and KS3 teachers to ensure pupils leave St. Augustine’s ready for the next steps as Historians at KS3. To quality assure, these assessment pieces are moderated in key stages, in staff meetings and externally through subject and year group specific meetings with other teachers in the Bishop Hogarth Trust.

November 2023