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|  History at St Ignatius“The more you know about the past, the better you are prepared for the future”- Theodore Roosevelt. |  |
| ‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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’**(National curriculum programmes of study for history)** |
|  **Intent**At St Ignatius it is our aim to instil a love of history in all children. We intend our history curriculum to inspire curiosity and fascination about the past in Britain and the wider world, whilst developing the children's historical thinking and chronological understanding. We aim to achieve this by teaching an enquiry-based history curriculum that provides a means for children to gain the skills and knowledge to become confident historians. We want every child to be happy and enthusiastic learners of history, and to be eager to achieve their very best in order to fulfil their God-given talents.Lessons will often involve a key question, encouraging the children to investigate a topic and find answers to historical questions with increasing independence. Using a range of primary and secondary historical sources children are taught that history is created from the evidence that remains and that the story of the past is told differently by different groups of people. Children learn to make judgements about the accuracy and reliability of the evidence, handling contradictions and understanding why these occur. We believe that a well-rounded history curriculum and high-quality lessons inspire children to want to know more about the past and to think and act as historians. The history curriculum at St. Ignatius, from Nursery to Year 6, is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. **Implementation****Early Years**The EYFS provision, through the ‘Understanding the World’ topic, underpins the key historical concepts which children will develop their understanding of, throughout their school journey. Through continuous provision in Nursery and Reception children are inspired to be curious about the world around them. Understanding the world involves guiding children to make sense of their physical world and their community. Our Early Years practitioners guide the children through investigating and experiencing things as the children begin to make sense of their own live-story and their family’s history. Children are encouraged to talk about members of their immediate family and their local community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks and farms to meeting important members of society such as dentists. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Children are exposed to vocabulary related to the past, present and future by becoming familiar with the terms yesterday, today and tomorrow throughout their time in EYFS. **Key stage 1**Through a carefully planned curriculum in KS1, children experience a wide range of topics including specific events such as The Great Fire of London, the moon landing and the first airplane flight. In their first term of Year 1 children study a unit titled ‘Who Am I?’ which allows them to build on the foundations laid in EYFS to expand their knowledge of key vocabulary that they will use in history throughout their time at St. Ignatius. Through this unit they are introduced to family trees and timelines which are vital parts of the teaching and learning of history. We encourage children to learn through experience, and ensure that trips are organised to match with history topics, giving children the opportunity to experience historical sites and buildings first hand. This includes trips to St. Pauls Cathedral and to the London Transport Museum. **Key stage 2**In KS2 we are following the Opening Worlds Curriculum. This is a knowledge-rich programme for teaching history and geography in Years 3 to 6. The programme readily lends itself to cross curricular planning and has been developed by Christine Counsell and Steve Mastin, two leading curriculum minds in the UK.  Opening Worlds does more than merely meet the requirements of the National Curriculum for history and geography. Sequencing, and the inter-linking nature of both subjects, ensure that children are able to develop a rich, secure vocabulary by a careful system of 'revisiting' and practice.  **Impact**The impact of the History curriculum at St. Ignatius can be seen through:* Clear evidence that our children have shown progress and attainment in line with the National Curriculum
* Our children demonstrate enthusiasm for the subject and can talk with confidence about history
* Our children demonstrate an understanding of a range of historical vocabulary which can be applied confidently
* As historians, our children can use their skills to pose questions, evaluate evidence and draw conclusions

 **Assessment** Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.Formative assessment is used:* Weekly in class during lessons to identify and address any misconceptions.
* Through the flashback at the beginning of the lessons.
* During Flashback Friday sessions.

Summative assessment is used:* At the end of each unit to assess progress and identify any gaps in learning that need to be addressed.
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