



History curriculum rationale

Mission Statement:

With Christ, we live, love, learn and grow.

Intent

At St. Mary's we want to ensure all children develop a love of learning for History. History is about people, their past, what they did and how they did it. We want to develop pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our History curriculum will help 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 understanding their own identity and the challenges of their time.

Implementation

History Curriculum:

At St Mary's we strive to ensure that pupils experience high quality History learning. The content and principles underpinning the history curriculum are from the 2014 National Curriculum. We use the National Curriculum Programmes of study to guide us on the content and focus, as well as using on-line subscriptions and resources, such as 'Key Stage History' scheme, BBC Bitesize and the History Association website to enhance each topic area.

Teachers will make use of knowledge organisers to share key knowledge and vocabulary with the children for each new History unit, enabling them to understand the exact knowledge/vocabulary that needs to be learnt by the end of the half term. Each new History unit will start with an 'Initial Retrieval Practice map' to ensure the pupils retrieve previous learning from other units of work with the same historical concepts.

We strive to enrich history units by having a cross-curricular focus where appropriate, for example, work during Black History Month/ significant people, linked with English, Music and Art; a whole school Remembrance Day project, interlinking English, art, drama and Geography and a whole school celebration of the Coronation of King Charles III and Queen Camilla.

We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance to deepen their knowledge and understanding. We have direct access to our locality, for example, Astley Hall, Astley Park War Memorial and Chorley PALS memorial, Chorley Cemetery, Chorley library archives and churches.

We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

Early Years Foundation Stage

In EYFS (Nursery & Reception), History skills are taught from the 'Understanding the World' and 'People and communities' areas of 'Development Matters'. Children learn these skills through group work, whole class teaching and carefully planned continuous provision areas. Pupils begin to develop their sense of chronology from an early age by talking about their own life story and that of family members; they explore images of the past and make comparisons with the present, as well as learning through stories.

Understanding the World:

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.

Key stage 1 and 2

History is taught as a discrete subject for an hour per week, often during alternate half terms (see our school History overview and individual class LTPs).

Disciplinary knowledge has been chosen to best match each unit of work which progresses year on year. Opportunities to practise and embed this knowledge are built into our history curriculum so that they are revisited and refined over time.

The 2014 National Curriculum for history aims to ensure that all pupils:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day;
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations;
- gain and use a wide range of historical terms and vocabulary;
- understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance;
- use historical concepts to make connections, draw contrasts, analyse trends, ask historically valid questions and create their own structured accounts, including written narratives;
- understand the methods of historical enquiry, including how evidence is used to make historical claims.

Impact

Assessment, Record Keeping and Reporting:

To ensure children make progress and meet age-related expectations, continuous assessment takes place throughout the planning, teaching and learning cycle. The use of retrieval practice strategies built into the learning will help teachers identify how much knowledge has been learnt throughout a topic. Pupils should be able to make connections between the substantive concepts in one unit and in a previously taught unit, demonstrating their understanding of how different periods relate to each other and to develop a coherent understanding of the past.

At the end of each unit, children will complete an assessment, which informs the teacher about children working towards, at, and above the expected standard.

Teachers will feedback their assessments to the History subject leader, against criteria from the National Curriculum programmes of study and end of year expectations, so that they are aware of children's attainment in History across the school.

The subject lead will conduct learning walks, book scrutiny and pupil voice interviews each term, to measure the impact of teaching in History based on the knowledge and skills that children can recall.

Children's' attainment and progress is reported to parents throughout the school year during our two parents evening and in an annual school report, as well as celebrating pupils' achievements regularly via our online learning platform, Class Dojo.

Review:

Policy written May 2024

The subject leader will review the policy annually: Review May 2025

Mrs N. Cahalin