



## History Curriculum



### Intent

At St Paul's Catholic Primary School we aim to deliver a high-quality history education that will help pupils develop a passion for learning and gain a coherent and chronological knowledge and understanding of Britain's past and that of the wider world.

History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. Our aim when teaching History is to stimulate and inspire pupil's curiosity about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, create arguments and develop perspective and judgements, knowing why people interpret the past in different ways. Pupils will gain a knowledge and understanding of people, events and concepts from a range of historical periods, understanding how Britain has influenced and been influenced by the wider world.

### Implementation

We follow the National Curriculum programmes of study for each year group. Our units of study are cohesive and sequential, accounting for prior knowledge and key skills for meaningful progression. High quality history teaching forms part of a larger progressive curriculum from EYFS to Year 6 and into KS3 and KS4. Collaborative planning created by both Primary and Secondary colleagues provides units of work with a strong focus on embedding challenge, retrieval and practice. Our intention is to create the very best historians, well equipped to continue their studies in History as they move throughout their education.

Our curriculum is also carefully planned to allow pupils to explore their own locality through local history units of work. We encourage school visits and visitors into school to enable the children to gain first-hand experiences to enrich their learning and cultural capital.

Substantive knowledge and disciplinary knowledge are explicitly taught. By substantive knowledge we mean the people, events and developments from the past that children will learn about. By disciplinary knowledge, we mean all the various processes that children need to develop if they are to get better at a subject. This can both refer to a process of doing something (e.g. interpreting a source) but also a thought process in order to understand big concepts such as change, continuity and consequence. To enable children to communicate their understanding well, key historical terms are taught well and in context.

Our curriculum is underpinned by the building blocks of History – Threshold Concepts. Threshold Concepts are emphasised and reinforced across the history curriculum EYFS to KS2, with further progression streamlined into KS3. Our curriculum is designed to ensure concepts are systematically revisited; current learning is linked to previous learning to allow children to build strong historical schema within their long-term memories. This ensures that pupils know more and remember more as they move through primary school.

Our threshold concepts are:

<b><u>Chronology</u></b>	Place historical periods in time, discussing their chronology on a timeline in relation to other time periods.
<b><u>Communicating history</u></b>	Use historical terms and vocabulary, ask and answer questions, construct arguments and reach a conclusion.
<b><u>Investigating the past</u></b>	Understand and evaluate how the past is constructed through demonstrating historical enquiry and carrying out source analysis and interpretation.
<b><u>Thinking like a historian</u></b>	Explain change and continuity, cause and consequence, similarity and difference and the significance of events and people.

Each unit of work has a clear rationale and key vocabulary, building on pupil's prior learning. Understanding is checked through spaced retrieval exercises. Throughout units of work teachers will make links and encourage children to connect past learning to current historical knowledge and skills. Assessment tasks towards the end of each unit give pupils the opportunity to demonstrate their 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 will have developed the ability to think and write like a historian. They will be able to investigate and interpret the past, recognising that our understanding of the past comes from an interpretation of the available evidence. They will be able to build an overview of world history with an appreciation of the characteristic features of the past. The children will understand that these features are similar and different across time periods and for different sections of society. Pupils will be able to understand chronology, how to chart the passing of time and how some aspects of history happened at similar times in different places. They will also be able to communicate historically using historical vocabulary and techniques to convey information about the past.

Pupil voice and work in books shows a high standard of history being taught. Historical learning and enjoyment is visible. Pupils will have experienced a wide breadth of study and cultural capital, be able to think, reflect upon, write and debate about the past. They will have an in-depth, long-lasting knowledge of historical people and periods and be able to think like historians, ready for KS3 and the wider world.