



At St. Michael's C of E Primary School our intention is that our teaching of history will help pupils gain an understanding of **chronology and when events happened in relation to one another**. We want to inspire curiosity and a love of history in our pupils, with a curriculum which is accessible to all and will give pupils the opportunities needed for the best possible outcomes for them in the future.

A key aspect of history is historical **enquiry**. We aim to show children how to ask questions, select and evaluate evidence and make judgements about the past. We believe this is vital so children can understand that there is often more than one side to a story and that history is multi-perspective. Historical enquiry is all about asking questions about the past that we hope the evidence will help us to answer.

We believe that skills and knowledge should be taught hand in hand. We aim to develop a chronologically secure knowledge and understanding of local, British and world history, including knowledge of key events, **innovations in different time periods**, dates and characters.

(Alongside this we aim to promote and build the skills of a Historian in all our children, such as identifying the tools they will need to enquire successfully through questioning, using and analysing primary and secondary sources and checking the accuracy of interpretations and using this evidence to support their arguments.)

We aim for our teaching to provide opportunities to link with learning both in other subjects and in other units taught within our history curriculum. History should not take place solely within the classroom but should make use of the world around us and include visits, practical and outdoor learning as well as learning which centres on real artefacts and voices. We believe that in doing all of this we can truly bring history to life for our pupils.

Three Big Ideas

Chronology: I am a historian because I understand chronology and when events happened in relation to one another.

Enquiry: I am a historian because I ask questions about the past and evaluate the evidence.

Innovation: I am a historian because I investigate changes and innovations in different time periods.



What you will see in our lessons

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been designed to ensure progression between year groups throughout the school.

At the beginning of each topic teachers and children refer to their 'Knowledge and Skills Organiser' for that unit, it contains an appropriate timeline to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The 'Quiz' at the start of each unit is used to check existing knowledge and this process informs a programme of study that is responsive to children's interests. Each unit is rich in vocabulary and knowledge which is displayed, reviewed, checked and consolidated by the teacher. Children have the opportunity to ask and explore historical questions, explore evidence and suggest and refine answers. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Within planning the school's context and local area is also considered, with opportunities for visits to places of historical interest and learning outside the classroom. Different artefacts such as maps and photographs are used and an 'evacuee trip' also supports contextualised learning, as well as the acquisition of key knowledge and skills.

Planning is informed and aligned with the National Curriculum. In addition staff have access to PlanBee resources. However, teacher's lesson design is not limited by a scheme and teacher's have access to further school material and advice. Teacher's cater for the varying needs of all learners, differentiating activities where necessary and as appropriate and ensuring an appropriate level of challenge.