



HISTORY

Intent

At The Blessed Sacrament Catholic Primary School, we aim to deliver a high quality History education that enables our children to use both substantive and disciplinary concepts, in order to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our pupils will work as historians, where they will critically analyse different sources of information which will inspire their curiosity. History also helps children gain a sense of their own identity within a social, political, cultural and economic background. This subject has strong links to Geography and therefore is part of our Humanities faculty within school, it is also incorporated within other curriculum subjects such as English and Art.

Implementation

Our History curriculum ensures that both substantive and disciplinary concepts are taught across all year groups. The curriculum is designed so that pupils firstly develop an understanding of the past and then progress onto the history of the wider world. In Key Stage One, pupils learn about significant individuals and events. In Key Stage Two, pupils journey across the history of the world, focusing on British History, European History, American History and Power and Privilege. Our curriculum is also supported through the use of a variety of sources/artefacts, historical books relating to each topic and enrichment opportunities, such as school trips and visitors.

Impact

At The Blessed Sacrament Catholic Primary School, History is constantly assessed through formative judgements each lesson. Children complete written work in their Humanities book which is then marked and assessed by the class teacher. At the end of each unit, pupils complete an outcome activity in their Golden books. Each class is also provided with a floorbook which enables teachers to provide evidence of learning activities such as drama, presentations and class discussions. The History subject leader also collects a portfolio of evidence throughout the year to support with their moderation. Class teachers provide summative assessments for each pupils' progress in History on a termly basis which are then analysed by the History subject leader.

Curriculum Coverage

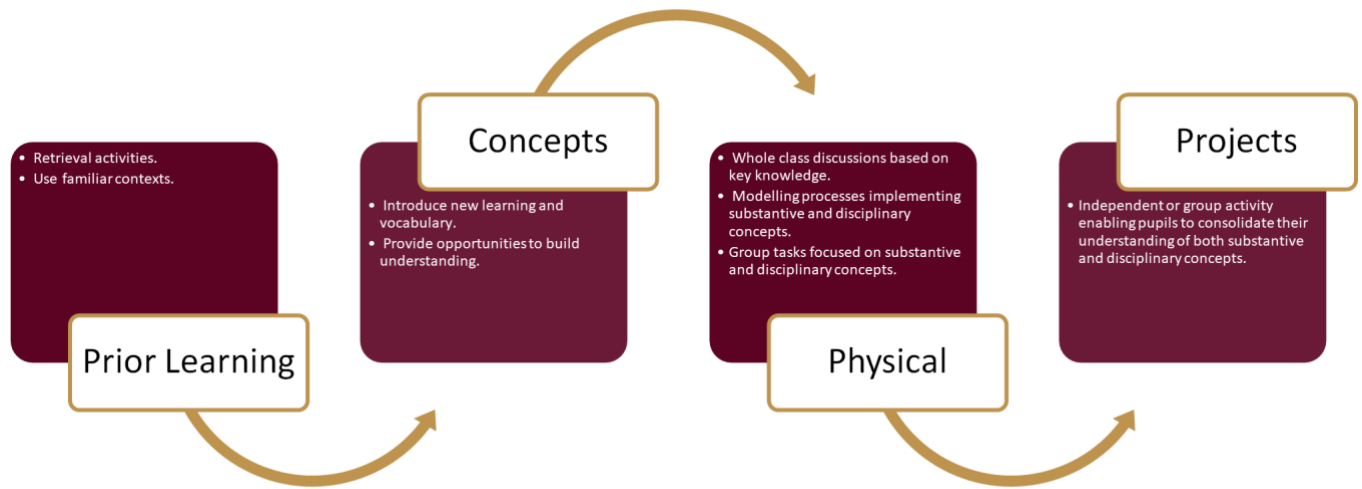
1	History of Our School	The Seaside	
2	Discovery of Tutankhamun's Tomb	Significant Individuals	Gunpowder Plot
3	Stone Age to Iron Age	The Roman Empire	Anglo-Saxons and Scots
4	Vikings and Anglo-Saxons	Ancient Greek Life and Achievements	
5	Mayan Civilisation	Leisure and Entertainment in the 20 th Century	
6	Ancient Egypt	The Cotton Mills	The Atlantic Slave Trade

This Year's Focus

1. The teaching of History to be consistently good across all year groups.
2. Children to be able to talk explicitly about the History they have learnt and how they are linked and important to them.
3. Ensure that disciplinary concepts are evident across all year groups and topics.

EXPECTATIONS

Learning Model



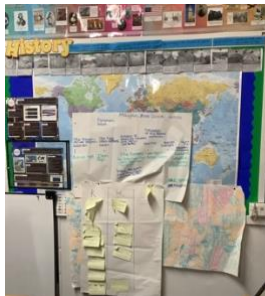
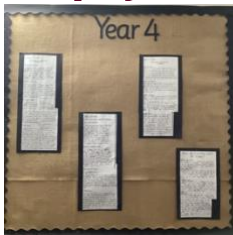
Working Wall

- Current unit Knowledge Organiser.
- Unit specific and any ongoing vocabulary.
- Modelled work which implements both substantive and disciplinary concepts.

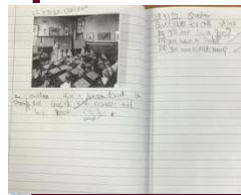
Books

- Humanities books.
- Mixture of child and adult entries into floorbook.
- Unit outcomes in Golden books.

Display



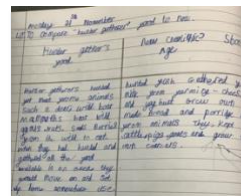
Examples of work



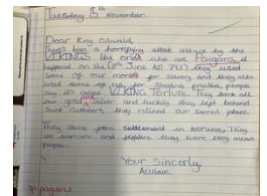
Y1



Y2



Y3



Y4



Y5



Y6

Assessment

- Retrieval practice activities.
- Low stakes quizzes.
- Ongoing teacher assessment during lessons.
- Teacher assessment of unit outcomes in Golden books.
- Termly assessment judgements made on Arbor.