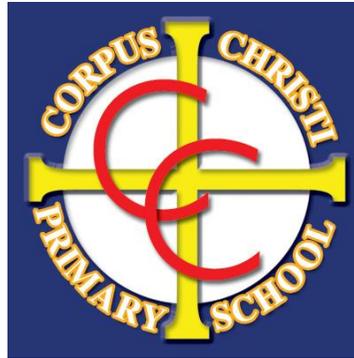


Corpus Christi Catholic Primary School



HISTORY HANDBOOK

HISTORY CURRICULUM: INTENT: All of our children will have consistent access to a broad, balanced and high quality history curriculum which will:

- Provide a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire pupils' curiosity to know more about the past.
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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

HISTORY Together we DREAM, together we learn

AIMS

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our history curriculum:

Give opportunities to **DISCOVER** new facts, skills, information and experiences, through historical enquiry.

Teach children to **RESPECT** each other, historical events and those artefacts used to enhance learning across the school.

Provide experiences to **ENTHUSE** and excite and develop historical knowledge and understanding.

Encourage high **ASPIRATIONS** in both school and beyond, and applying those aspirations in their historical work.

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways, and learn from historical events from the past.

STRATEGIES: In order to achieve our aims our school provides:

On site facilities:

- Resource boxes
- Online resources using iPads and laptops

Off site facilities:

- Museums
- Artefact boxes from St Helens library service

Equipment/Resources

The school maintains a range of resources for history – artefacts, iPads/computers and photographs.

Curriculum Provision

Reception: Continuous provision – Understanding the World

Y1– Y6: 60 minute history lesson per week (alternates with geography termly)

Children follow the school's scheme of work and are continuously assessed against clear learning objectives.

Extra-Curricular Provision

Additional examples of our commitment to history include:

School trips, talks from visitors

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of history in school.

Reporting

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- **All staff are continuously trained so as to ensure that history is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning**
- **Staff plan and deliver daily high quality history lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute the quality of our provision**

OUTCOMES

The teaching of all aspects of history are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in history and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in history.

MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- assessment and work books
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents

HOW WE HAVE PLANNED OUR HISTORY CURRICULUM

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past. With this in mind we have established a school curriculum plan for history as an entitlement for all pupils that is:

Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the scheme of work of each enquiry, which define clearly what the pupils will know, understand and be able to do (2);

Logical, and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance and the demands of the National Curriculum. For example we have ensured that content includes representative investigations of British history spanning the period from the Stone Age to the Norman invasion of 1066 as well as enquiries focusing on the achievements of ancient civilizations such as the Maya, the Shang Dynasty and Ancient Greece;

Chronologically sequenced as pupils progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries;

Relevant in terms of the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066 e.g. evaluating the significance of the Battle of Britain and the impact of the British Empire;

Progressively more challenging Years 1 through 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge (3). These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of the detailed scheme of work for each enquiry.

Built upon and has continuity with the provision for history established in the Early Years Foundation Stage and in particular that which addresses the knowledge and skills expectations of the Past and Present Early Learning Goal;

Inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

HISTORY: CURRICULUM IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National History Curriculum and is responsive to local influences. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

History Long Term Planning						
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p align="center">Early Learning Goal Past and Present</p> <p>Children at the expected level of development will: - Talk about the lives of the 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;</p>					
Nursery	Celebrations		The UK, England, London, ST Helens/Rainford, My House, My family		Superheroes and Real-life heroes	
Reception	Celebrations		The UK, England, London, ST Helens/Rainford, My House, My family		Superheroes and Real-life heroes	
KEY STAGE 1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>					
YEAR 1		1960's Toys		History Makers		Charles
YEAR 2		Great Explorers		Local History		Sappho
KEY STAGE 2	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>					
YEAR 3		Romans		Anglo Saxons		Vikings
YEAR 4		Stone Age		Bronze Age		Iron Age
YEAR 5		Trojan Horse		York		Battle of Britain
YEAR 6		Shang Dynasty		Maya		British Empire
Aspects of Outdoor Adventure and Problem Solving Activities are delivered across all terms through Residential, Away Day and Curriculum activities						

HISTORY CURRICULUM IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all our children to make in all areas of history.

EYFS	Links to KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
HISTORY LINKS	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family. A1 SP1	Can talk about members of immediate family in more detail. A1 SP1	Can talk about past and upcoming events with their immediate family A1 SP1	Can briefly talk about some members of their family A1 SP1	Can talk about any pets they might have A1 SP1	Able to say who they are and who they live with A1 SP1
		Can identify similarities and differences between jobs SP1	Can identify emergency situations and know who to call SU1	Is able to discuss different occupations of family members SU1	Talk about a wider range of occupations (electrician, plumber etc) SU1	Shows an interest in different occupations (nurses, doctor, police, fire...) SU1	
		Sequence family members, explaining who they are and the key differences between what they can/can't do A1 SP1		Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly) SP1 SP2	Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly) SP1 SP2	Sequence family members by size and name (baby, child, adult) SP1 SP2	
	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences SU1		Share some similarities between characters, figures or objects SU1	Share likes and dislikes A1 SP1	Comments on fictional characters in stories A1	
		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences A2				Comments on historical figures or objects in non-fiction texts A2 SP2	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORICAL SKILLS – Through repeated application of skills and processes, children will develop their historical skills.					
Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
BASIC		APPROPRIATE		SPECIALISED	
INCREASING KNOWLEDGE AND UNDERSTANDING OF SUBJECT CONTENT AND CONCEPTS					

History Learning Goal

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goal for Understanding of the World Past and Present</p> <p>Children at the expected level of development will: - Talk about the lives of the 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;</p>	<p>By the end of Year 1 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Begin the process of establishing a simple sense of chronology and mastery of the language associated with identifying and describing the passing of time; • Identify, describe and compare and contrast the most popular games and toys of the 1960s with those of today; • Identify and describe some of the ways a child in Britain would have been aware that a war was happening in 1916. • Describe the achievements of a number of significant individuals and the events associated with them in the past – Hatshepsut, Margaret Thatcher, Grace O’Malley, Malala Yousafzai, Marie Curie and Elizabeth I – and compare and contrast one with another; • Record and describe some of the things that adults alive at the time remember about the 1960s; • Recognise and describe how animals, particularly messenger pigeons, played such an important role during World War I; 	<p>By the end of Year 2 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Identify and describe some of the personal qualities they might need to become a Mars explorer in the future; • Identify and locate on a map the area of the Roman Empire in Europe together with the location of Pompeii and describe what happened there in AD 79; • Construct uncomplicated oral narratives by working forward from a beginning to an end or outcome; • Recognise the distinction between ‘history’ and ‘prehistory’; • Recognise and describe the achievements of a number of famous national and international explorers both in the past and recently – Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong; • Describe and give reasons why archaeologists know so much about the ways of life of people such as Sappho who lived at Pompeii in Roman times; • Describe and give reasons for the importance of a significant historical event, person and place in their own locality. 	<p>By the end of Year 3 our children, working as young historians, will have demonstrated that they can use effectively the range of basic historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066, identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals; • Identify, describe and compare and contrast the many different types of stone monuments created in Britain during the Bronze Age and reach a simple judgement about what their purpose might have been; • Recognise how historical events are caused by other important past events and in turn have their own consequences; • Describe and explain in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age; • Contrast the ways in which most people in Britain were living at the end of the Stone Age compared with the beginning and explain some of the differences they observe; • Describe the main features of Iron Age hill forts and offer reasons why so many were constructed across Britain; • Explain why the discovery of the Amesbury Archer dating from the beginning of the Bronze Age in Britain was such 	<p>By the end of Year 4 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals; • Describe and explain why we know so much about the towns the Romans built in Britain; • Explain why the Romans invaded Britain; • Explain why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone; • Explain why Boudica presented such a threat to the Romans that they almost lost control of Britain; • Explain why the Anglo Saxons were and why they chose to live in villages in the British countryside rather than in the towns that the Romans built; • Explain why King Alfred is the only King or Queen of England to have ‘the Great’ after their name. • Explain why Viking Norsemen invaded Britain and reach a judgement about why they were desperate to stay; • Through evaluating the artefacts of the Sutton Hoo burial reach a judgement 	<p>By the end of Year 5 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Explain the significance of the story of the Trojan Horse in the history of Ancient Greece and evaluate the evidence available to reach a judgement as to whether the events might be fact, legend or myth; • Describe and explain how several aspects of national history are reflected in their own locality and evaluate and reach a judgement about their relative importance; • Construct a timeline relating to one of the civilisations studied, by creating their own equidistant scale to record its main events in the order that they occurred. • Empathise with circumstances in Britain after the fall of Dunkirk in 1940 during World War II and reach a judgement, through critiquing a range of evidence, as to why Britain won the Battle of Britain. 	<p>By the end of Year 6 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Construct more detailed oral and written historical narratives which describe and explain how and why particular events unfolded over time; • Explain why Britain established an empire around the world and construct a timeline using an equidistant scale to record the chronology of the main events that occurred; • Explain why we know so much about how some people lived at the time of the Shang Dynasty of Ancient China and hardly anything about the life of the majority of people; • Evaluate some of the advantages and disadvantages of the British Empire both to Britain and its colonies and reach a judgement as to why it has now almost disappeared; • Evaluate the range of artefactual evidence left behind by the Ancient Maya and reach a judgement regarding what they suggest about the kind of life they lived; • Consider the possible explanations about why the Ancient Maya abandoned their jungle cities and reach a judgement about which might be the most convincing; • Compare and contrast ways of life in Britain during the

			<p>an important archaeological find;</p> <ul style="list-style-type: none"> • Explain why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground; • Explain how we know that life wasn't always peaceful in the Iron Age. 	<p>about what the different items tell us about life in Anglo Saxon Britain;</p>		<p>time of the Ancient Maya and reach a judgement about which society they feel was most advanced;</p> <ul style="list-style-type: none"> • Compare and contrast the reigns of King Cheng Tang and King Di Xin during the Shang Dynasty of Ancient China and reach a judgement about who of the two they feel would have been the most effective leader;
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Leading into History at Key Stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

HISTORY CURRICULUM IMPLEMENTATION: ASSESSMENT

We have clear expectations with regards to the significant milestones for our children. These include an expectation that a significant percentage of our children will exceed the end of KS2 expectations in history.

EYFS	KS1	KS2
<p>Early Learning Goal for Understanding of the World Past and Present Children at the expected level of development will: - Talk about the lives of the 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;</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <p>Across both key stages children will access:</p> <p>Primary Sources</p> <ul style="list-style-type: none"> Letters Diaries, Speeches Photographs Artefacts Tools <p>Secondary Sources</p> <ul style="list-style-type: none"> Written after a historical event by people who did not see the event. 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> a local history study <p>Children exceeding expectations will also:</p> <ul style="list-style-type: none"> Chronological thinking Patterns of continuity and change over time Research Analysis Interpretation Making connections Comparison Drawing contrasts Causation Synthesis Problem solving Creative thinking Asking historically valid questions Writing narratives

HISTORY CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our geography Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • A respect for self and others • An increasing ability to reflect • A sense of empathy with other • Concern & compassion • An awareness and understanding of their own and others beliefs • An ability to think in terms of the whole • A readiness to challenge all that would constrain the human spirit 	<ul style="list-style-type: none"> • Respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An ability to make responsible and reasoned judgements on moral dilemmas • A considerate style of life • An understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> • Appreciates the right and responsibilities of individuals within the wider social setting • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • An appreciation of the diversity and interdependence of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • A sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the height of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience

HISTORY CURRICULUM IMPLEMENTATION: HOW WE TEACH IT

We adopt an enquiry focused approach to learning and teaching in history which develops our pupils as young historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary and their grasp of subject concepts. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We adopt a policy of immersive learning in history that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Our learning and teaching in history is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements. Similarly we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next. The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation. Our learning and teaching in history also recognises the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g. significant people, places and events locally.

HISTORY CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

HISTORY CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

HISTPRY CURRICULUM IMPACT

HISTORY CURRICULUM IMPACT: HOW WE ASSESS

Each enquiry which forms our programme of learning and teaching in history sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing pupils' evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use such outcomes to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for history in that year. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for history at the end of the year is used as the basis of reporting progress to parents.

HISTORY LESSONS

All children have consistent access to high quality, safe and broad history lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of history
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understating and learning to their lives.

PROFESSIONAL DEVELOPMENT & RESEARCH

- Continuous Staff development is planned annually
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate