

St Margaret Clitherow Catholic Primary School

History Curriculum

Intent Implementation Impact

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| **HISTORY** | | |
| **INTENT** | | |
| At Priory Catholic Primary School, we shape our history curriculum to ensure that pupils gain a coherent and chronological knowledge and understanding of Britain’s past and that of the wider world. We inspire pupils’ curiosity to know more about the past and how it can influence the present as well as the future. We equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History 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. We nurture independent, confident and aspirational learners who enjoy and love learning about history, not only through experience in the classroom but also through fieldwork and educational visits  By the end of KS2 children will have developed:   * a sense of chronology and time and an understanding of how people lived in the past. * an awareness of life in different societies or cultures and a knowledge of how beliefs and cultures influenced people’s actions. * an understanding of cause and effect such as how events in history have changed our lives or affected the way in which we live as well as an understanding of how historical events and people have influenced our lives today. * an awareness of significant events and people in British and world history and a knowledge of local, national and international historical events. * the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation. | | |
| **IMPLEMENTATION** | | |
| To ensure high standards of teaching and learning in history, we implement a history curriculum that is coherent, sequenced and progressive throughout the whole school.  Each unit will start with a quality enquiry question to connect the learning which will be answered at the end of the unit.  Each learning experience starts with a hook to ignite curiosity and it culminates in a Celebration of Learning which is shared with parents and carers.  Educational visits, visitors and involvement in the community activity provide first-hand experiences for the children to support and develop their learning in history.  EYFS:  Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two. | | |
| Big picture and review | New history learning is put into the context of the big picture of history learning throughout school with regular reviews of immediate and previous learning. | |
| Pedagogy  ( based on Rosenshine’s  Principles) | * Daily review * Present new material using small steps * Ask questions * Provide models * Guide pupil practice | * Check for pupils understanding * Obtain a high success rate * Provide scaffolds for difficult tasks * Independent practice * Weekly and monthly review |
| Teaching Sequence | * Arouse curiosity through a hook * Big picture: Placing of the History being studied in   the chronological context of previous learning, using the class timeline   * Review previous learning * Specify key vocabulary and its meaning. | * Use a variety of sources and/or artefacts to conduct historical enquiry Interpret findings * Communicate historical knowledge and understanding appropriately * Evaluate learning and compare and connect with what they know about other historical periods and respond to key enquiry question |
| Learning, working and talking like a historian | Being introduced to the key vocabulary that a historian would use; defining the key vocabulary that a historian would use; high expectations of pupils ‘talking’ like a historian; high expectation of pupils researching, interpreting and presenting like a historian | |
| Knowledge Organisers | Knowledge Organisers which summarise key facts and essential knowledge are used for each history focus will be used for reference purposes and to support knowledge retention and reduce cognitive load. KO’s for history will include:   * a timeline * key dates | * key vocabulary * key places and people * useful pictures * key themes * important quotes (that demonstrate those themes)   Pupils will review, revise and quiz themselves using their knowledge organisers. |
| Learning Wall | Learning walls throughout the school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History and enable pupils to make links across the wider curriculum. | |
| Subject Specific Vocabulary | Identified through knowledge organisers and learning wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. | |
| Assessment for Learning | * .Regular quizzes will be used to assess the children’s understanding and retention of knowledge and inform next steps. * Teachers complete the Subject Specific Assessment Trackers at the end of each learning experience to inform next steps | |
| Learning Environment | * The Learning Wall will include key vocabulary as well as other related resources. * Class timeline * There will also be images and questions to inspire and promote curiosity and discussion about the theme being studied. | |
| **IMPACT** | | |
| The history curriculum will ensure that all our children at Priory will have a coherent knowledge and understanding of Britain’s past and that of the wider world by the time they leave Year 6 and that they have achieved Age Related Expectations (ARE).  Furthermore, it will also ensure that pupils are equipped with historical skills and knowledge to enable them to thrive in Key Stage Three and beyond, and it will enable pupils to contribute successfully to their wider community. As well as this, children should leave being able to think critically, ask perceptive questions, weigh up evidence and develop perspective and judgement. Overall, history at Priory 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.  As historians, children will learn lessons from history to influence the decisions they make in their lives in the  future. | | |