



History Curriculum Statement

In our study of history at St Mary's, we encourage children to be inquisitive and inspire their curiosity to know more about the past. This is achieved through equipping children with the necessary skills so they can think critically, ask questions and consider evidence which will help them to develop perspective and judgement. Children have a secure understanding of key historical vocabulary and can confidently apply this vocabulary when exploring key concepts such as change and continuity, cause and consequence and similarities and differences.

The history at St Mary's makes full use of the resources within the immediate and wider local area enabling children to understand their own identity as well as being able to understand the links between local, regional, national and international history. Children are taught to understand the complexity of people's lives and develop awareness and empathy.

Our intention is to provide a knowledge rich history curriculum so that children will know more, remember more and understand more and to equip them with the necessary skills to be confident historians in the wider world.

Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and give children the opportunity to visit sites of historical significance. As much as possible, we utilise our area of Horsforth to celebrate our local history and make learning more meaningful and relevant. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

Emphasis is placed on the development of knowledge and a historical perspective alongside new skills.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.
- Teacher presentations, role play, drama, storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.
- Communication, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- Co-operation, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Improving their own learning and performance, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- Problem-solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- Thinking skills, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.

Impact

Assessment for learning and assessment of learning

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- ❖ Chronological understanding.
- ❖ Knowledge and interpretation of events, people and changes in the past.
- ❖ Historical enquiry.

This is tracked in by teachers who identify where pupils need to be supported or challenged through the marking and feedback policy and in summative assessment in 3 points during the year. This is then passed on to the next teacher at the end of the year and reported to parents in school reports.

Monitoring and review

Role of the subject leader It is the responsibility of the history subject leader:

- to develop, implement and review an action plan for history;
- to monitor history throughout the school, through learning walks, book scrutinies etc;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.
- Support staff with CPD
- Ensure their own CPD is sufficient
- Monitor and review resources, the curriculum and planning regularly
- Analyse the data so that pupils continue to make at least good progress