



St. Andrew's C of E (VA) Primary School

History Curriculum Statement

"I have come that they may have life, and have it to the full." John 10:10

Our vision for History at St Andrew's

History is concerned with sequence, time and chronology and is the study of evidence about the past; of real people who lived, and real events which happened. Through understanding the past, we are given a sense of identity, set within our social, political, cultural and economic relationships. We want all the children at St. Andrew's to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The intent in history is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more, apply more and understand more. At St Andrew's, we aim to inspire pupils' curiosity to know more about the past, and we achieve this through an immersive and engaging curriculum. Our curriculum, linked with the objectives of the National Curriculum, is progressive, builds on previous learning and encourages crucial skills that are prized in adult life. These skills include:

- Critical thinking
- The ability to weigh evidence
- Objectivity while sifting arguments
- Sensitivity when learning about different ways of life
- The ability to ask perceptive questions
- Developing perspective and judgement
- The ability to articulate their point of view, and debate respectfully

Understanding history plays an essential part in preparing children for living and working in the contemporary world. The learning that takes place in history can influence their decisions about personal choices, attitudes and values. As children consider how the past influences the present, what past societies were like, how these societies organise their politics, and what beliefs and cultures influenced people's actions, they develop a chronological framework for their knowledge of significant events and people. At St Andrew's, we aim to give all children the opportunity to observe and study the diversity of human experience, the complexity of people's lives, the process of change, as well as the diversity of societies and relationships between different groups. This allows them to understand more about themselves as individuals and as members of society, and equips them to better understand the challenges of our time.

It is our intention at St. Andrew's to teach history in stimulating and engaging ways, endeavouring to provide as many cross curriculum links as possible through our creative curriculum. Furthermore, we will ensure there is clear progression in key concepts, vocabulary and skills for all children as they move up the school.

History Intent:

- To nurture curiosity for, and understanding of, events, places and people in a range of times and environments
- To foster an understanding of the values of our society
- To promote an interest in the past, and an appreciation of human achievements and endeavors

- To learn about significant issues and events throughout British and world history, and consider how these events may have influenced one another
- To develop chronological awareness and knowledge, to allow children to organise their understanding of the past.
- To appreciate how the past was different from the present, therefore people of other times and places may have held different attitudes and values from our own
- To develop an understanding of the nature of evidence in historical enquiry. To develop the skills required to interpret and understand information from primary and secondary sources.
- To think critically when processing information, in order to distinguish between historical fact and the interpretation of those facts
- To establish that events throughout history have a multiplicity of causes, and that historical account is provisional, debatable and often controversial, therefore it is imperative to be respectful, sensitive and objective.

Our History Implementation

YF	History is taught in Foundation as a part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives.
KS1	Throughout Key Stage 1, pupils find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Pupils develop an awareness of the past, using common words and phrases relating to the passing of time, and understand that the people and events they study fit within a chronological framework.
KS2	Throughout KS2, pupils will 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. 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.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artifacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- A key aspect of historical learning at St Andrew's is our immersive curriculum days, where children are given the opportunity to access a variety of hands on activities. These are usually delivered by class teachers who have extensive expertise in their themes. Pupil voice groups have demonstrated that these days have a lasting impact, with children still discussing the immersive days years after they have taken place!

Support

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

History curriculum planning

At St Andrew's C of E Primary School, history is taught through a theme approach alongside Design & Technology, Geography and Art. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

History Impact:

Assessment, Recording and Monitoring

At St Andrew's School, assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Teachers assess each lesson, establishing which children have not met, or exceeded the lesson objective. Teachers then use this assessment to inform planning and to facilitate differentiation in future lessons. Assessment recording documents are shared with future teachers during class handover, to ensure smooth transition.

Children are encouraged to make personal assessments of their own work through evaluating activities, traffic lighting achievement against objectives and success criteria and the use of talk partners. Children complete a concept map at the start of each theme, detailing what they already know. This task is completed again at the end of the term, detailing newly acquired knowledge. Through these, both children and adults are able to recognise the progress being made.

Monitoring takes place termly through sampling children work, discussion with teachers about planning, book scrutinies, lesson observations or pupil voice groups.

Overall Impact

The overall impact of history teaching at St Andrew's is evidenced through the improvement in children's knowledge and understanding of historical thinking and key concepts and ideas. They will be more able to discuss key vocabulary, using examples and curriculum links as they move up the school. Through the spirals of our curriculum design, children will build on their knowledge base year on year, developing a deeper understanding of sequence, time and chronology.