

History Subject Summary

History Overview

At St Mary's, we will help all children to develop an understanding of time, place, people and events through the effective teaching and learning of the knowledge, skills and understanding of history. We will help children gain an understanding of Britain's past, as well as the wider world; encouraging them to ask questions, be critical, weigh evidence and develop perspective. We will use the National Curriculum History Guidelines as the basis for our schemes of work and we will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

Intent

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about famous people and their impact on our lives.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop children's skills as historians to enable them to research and discover the past.

Implementation

1. We will begin the teaching of history in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now'
2. As the children move into Key Stage 1 they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English. Stories, plays and poems set in different periods of history will be shared with the children.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older the children will learn about at least one of the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama will be closely linked with history as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the past and of lives in different conditions children will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past children will be helped to develop an understanding of their identity as a British subject.
10. Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, social and environmental issues.

11. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

Impact

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history. We will make Britain our classroom. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world.

Current Picture of History at St Mary's

Organisation

At St Marys, we teach in a cross curricular way and history is taught through 'topic' – see overview below.

To ensure children fully understand they are being historians when history content is being covered, we begin each history lesson with being explicit that we are exploring history. We have a shared definition of history across school, which we share when doing this. We also have a historian mascot.

In EYFS, history is taught through topic also, under the heading of Understanding the World – past and present. Our EYFS curriculum is organised so children meet the aims of the EYFS framework by the end of reception.

This is achieved through teacher led inputs, high quality stories, continuous provision, enhanced provision, outdoor provision etc.

This then leads into the start of Y1, where the children begin with continuous provision also and learning is evidenced through Seesaw. However, the children then follow the National Curriculum. As chn, progress through KS1 and KS2, learning is evidenced through topic books.

Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Changes within living memory Changes in toys	The lives of significant individuals Robert Falcon Scott	The lives of significant individuals Neil Armstrong (compare Scott and Armstrong)		Local History Study: Significant historical events, people and places Rochdale Pioneers
Year 2	Changes beyond living memory The Great Fire of London		Lives of significant individuals in the past Elizabeth and Queen Victoria			Local History Study: Significant historical events, people and places Middleton Flood
Year 3	Changes in Britain from the Stone Age to Iron Age			Roman Empire and its impact on Britain		Local History: Changes in holidaying (Wakes Week)
Year 4		Achievements of Early Civilisations An overview with an in depth study of Ancient Egyptians	Britain's settlement by Anglo-Saxons and Scots	Local History Saxon building St Leonard's church		
Year 5	History of Space		Ancient Greece	Viking and Anglo-Saxon Struggle for Power		Local History Victorian Rochdale
Year 6		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; WW1	Local History Manchester in WW2	Study of Non-European Society that contrasts with British History (SR9) Early Islamic Civilisation/Baghdad, AD 900		

As subject leaders, we worked with Dawn Robertson to reorganise our curriculum to ensure a full coverage; with topics that flow and are sequenced to create a progression over year groups and key stages. Our history curriculum was also organised to flow with other subjects.

Additionally, core texts were identified to integrate into our new history curriculum and topics. This will allow children's reading skills through the subject of history to be developed and increase their exposure to history based texts.

See our text linked curriculum here: <http://www.stmrc.co.uk/overview-2/>

Coverage: Endpoints

As a school, we implementing 'endpoints' throughout foundation subjects. Endpoints identify key knowledge for children to have gained by the end of a topic. These identify knowledge that all children, most children and some children will have gained, to ensure knowledge is accessible for all children; as well identifying the knowledge children who need to be challenged further will have access to.

These endpoints also ensure all staff know what knowledge needs to be taught, what 'sticky knowledge' the children already have and the knowledge they will gain in the future. This will ensure learning is not in isolation and links can be made to prior learning, so children can apply their learning to different contexts.

See our history endpoints here: <http://www.stmrc.co.uk/curriculum-overview/>

Coverage: Substantive and Disciplinary Knowledge

Within our curriculum, we aim for substantive and disciplinary knowledge to be developed each year.

Substantive Knowledge – This is the ‘what’, the facts and knowledge children learn about the past.

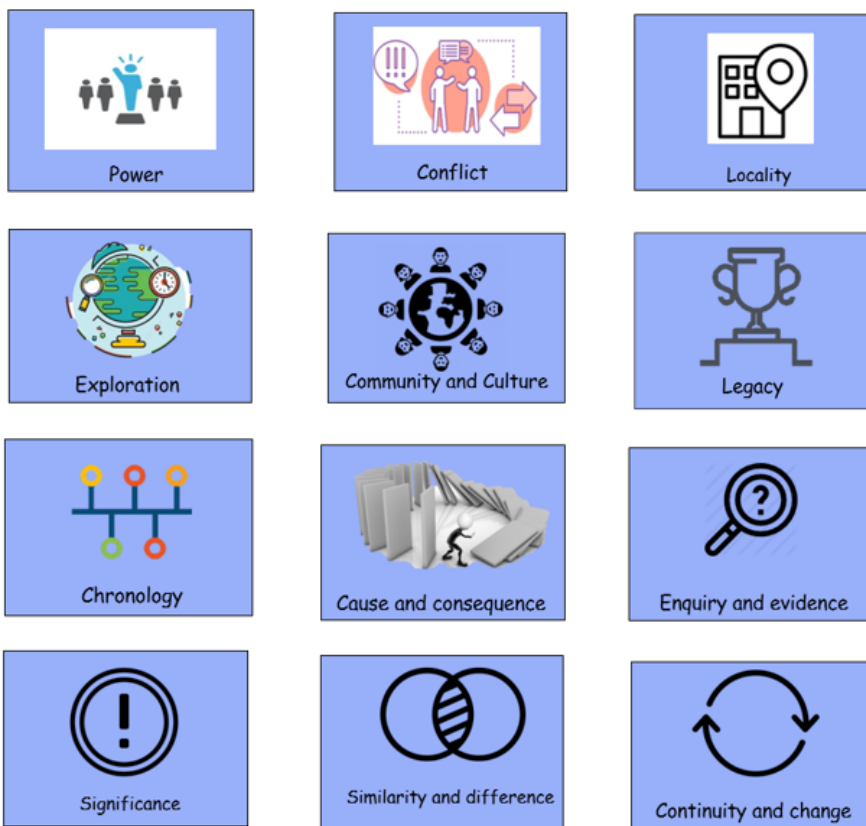
Disciplinary Knowledge – This is the knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. As well as how the children interpret the substantive knowledge to work as historians.

We understand that children need both of they need to work together.

Coverage: Concepts

To support the children in developing their substantive and disciplinary knowledge, we have created substantive and disciplinary concept themes which reoccur throughout our curriculum, as children explore their endpoints. These reoccurring concepts allow the children to revisit, link, develop and apply their knowledge to other areas more easily. The history concepts we have chosen can be seen below:

Our history concepts:



Coverage: Progression



We have created a progression document, to support the development of knowledge, skills and concepts as children progress through the school, this also links to our endpoints.

Enquiry skills

Enquiry skills have been developed through the use of 'big questions' and 'sources of evidence checklists' at the start of each topic. Each class thinks about enquiry questions they want to find the answers to throughout the topic. They then consider which sources of evidence would be useful in finding out this information. These are then checked off as they are used.


Sticky Knowledge

Sticky knowledge starters are being used from Y1-Y6 to allow children to revisit sticky knowledge from endpoints. These help children revisit and consolidate previous knowledge and teachers to see what children may need further work. See an example below:


<p>TOPIC Last years learning:</p> <p>How were toys different when your mummy and daddy were little to your toys now? _____</p> <p>_____</p>	<p>Last terms learning:</p> <p>What year did the Great Fire of London happen in?</p> <p>_____</p> 
<p>Last weeks learning:</p> <p>What date do we commemorate Remembrance Day in this country?</p> <p>_____</p> 	<p>This weeks learning:</p> <p>How many people died in the flood of Middleton in 1927?</p> <p>_____</p>









Knowledge Organisers

Knowledge organisers are being used to give children a summary of key facts and essential knowledge children need, to help them gain the most from a topic. In history this may include, timelines, key places, key people key facts ect. These are referred to throughout the topic, as children’s knowledge is developed. It allows them to refer to and revisit sticky knowledge.






Y2 Knowledge Organiser - Great Fire of London




Key Vocabulary	
leather bucket 	Heavy bucket used to transport water
cart 	Transport pulled by horses
diary 	Book people write their thoughts in
fire hook 	Hook used to pull down burning buildings
burning 	When something is on fire
smoke 	Thick product of a fire which makes it difficult to breathe.
thatched roof 	Roof made out of straw
bakery 	Shop where bread is made

Sticky facts

- The fire started on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- The houses were made of wood and straw, so the flames spread quickly.
- Leather buckets and water squirts did not work so King Charles II ordered buildings to be pulled down.
- By 6th September the flames started to be put out.
- Samuel Pepys wrote a diary about it.
- A monument was completed by Sir Christopher Wren in 1677.

Important People and Places	
Samuel Pepys 	Wrote a diary about the fire.
Thomas Farriner 	Baker who's shop was the starting point of the fire.
King Charles II 	King at the time
Pudding Lane St Paul's Cathedral	Where the bakery was Burnt in the fire



Timeline of Events

<p>Monday 3rd September 1666 The fire gets very close to the Tower of London.</p>	<p>Tuesday 4th September 1666 St Paul's Cathedral is destroyed by the fire.</p>	
<p>Sunday 2nd September 1666 The fire starts at 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his diary.</p>	<p>Wednesday 5th September 1666 The wind dies down, and the fire spreads more slowly.</p>	<p>Thursday 6th September 1666 The fire is finally put out. Thousands of people are left homeless.</p>

End of Topic Assessments

End of topic assessments have been implemented for Y1-Y6. They assess what children retain from the topic they’ve studied. This is in addition to ongoing formative teacher assessment. This then allows teachers to make a reliable judgement when assessing which of the endpoints children have achieved in each topic. It also allows teachers to evaluate where children may need to revisit sticky knowledge.

Resources

We purchased a large scale timeline for the courtyard. This is used by classes to see where their current topic fits into history and how it links to other periods they have studied.



We borrow loan boxes from Touchstones, to enable children to handle artefacts.

Staff also have access to the Historical Association.

Special Celebration Days

Throughout the year, we celebrate special events as a whole school. Examples of these over the past few years include; Black History Month, Jubilee Celebrations, Remembrance. These can be seen in our subject floor book.

Trips/Visitors

As subject leaders, we have provided an inventory for staff of possible history visits/visitors for each topic. Some of examples of history trips/visitor/workshops carried out in the past year these have been: Y1 workshop on the life on Neil Armstrong, Y2 visit to the fire museum, Y3's visit to Chester to learn about Romans, Y4's local history visit to St Leonard's church, Y5's visit to Jorvik.

#4T enjoying our school trip to St Leonard's Church. Special thanks to Geoff for sharing his knowledge of local history.



#2D are off on their first school trip to Rochdale Fire Museum, to learn all about The Great Fire of London and how it changed firefighting 🧯



St Mary's RC Primary @stmarysrmldd
Year 4 have loved their Anglo Saxon Day. Thank you to Robert from Tempus Fugit #beowulfbroughttolife 🧡



St Mary's RC Primary @stmarysrmldd

Mrs Boycott was so proud of 3B on Thursday in Chester. Thank you for a fantastic day...we can't wait to now carry on our learning of this fascinating time in history!



St Mary's RC Primary @stmarysrmldd

2B have had an amazing day at @Skiptoncastle learning all about the history of the castle, the features of a castle, how people used to live inside the castle and we also found out the legend behind the magical yew tree! 🌳



Trip/Visitor Questionnaire

To reflect on trips/visitors, we have produces questionnaires, for classes to complete following their experience. These were introduced to allow children to reflect on the impact of the experience on their learning.

Monitoring

We carry out monitoring activities throughout the year to evaluate the implementation and impact of history initiatives etc put in place; these book looks, pupil voice interviews, discussions with staff, monitoring of endpoints including planning towards them and the assessment of them.

CPD

As subject leaders, we continually source training to develop our own knowledge of primary history and new initiatives, as well as the development of our own role as subject leaders. Additionally, we continue to source resources, materials and training to support our staff in their knowledge of history. We are available to support staff when they need support with elements of history. We also have a subscription to the Historical Association.