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 word; 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 topic files. 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	This is me and my town – why would people visit Middleton?	How are my toys different to the ones my grandparents played with?	How and why has shopping changed in my local area?	What makes Britain, Britain?	Who was Neil Armstrong and why was he significant?	Why do we love to be by the seaside?
Year 2	What happened during the Great Fire of London and how do we know?	Where are the polar regions and what are they like?	Castles and monarchs: why were castles built?	How is life different to ours in the rainforests of Brazil?		What happens when it just won't stop raining in Middleton?
Year 3	From Stone to Steel – How did England change?	What causes earthquakes and volcanoes to erupt?	What happens when the land gets higher and higher?	How did the ancient Romans influence our lives today?	Why are maps so important and what can they tell me about life in Middleton?	Why did holidaying in Middleton change over the last couple of centuries?
Year 4	Why are rivers so important?	What did the ancient Egyptians achieve?	How did Britain change after the Anglo-Saxon settlement?	How did the Saxons influence Middleton?	Can we become geographical explorers? The Peak District!	A tale of two cities! Manchester and Rome – are they similar?
Year 5	Can we journey all around the world?	What is trade and why is it important?	What was life like in ancient Greece and what influence can we see of ancient Greece on our world today?	How did the Vikings try to take over the country and how close did they get?	Why do we still want to go to America?	What was life like in Victorian Rochdale?
Year 6	What did the Mayans achieve?	Why was WWI a significant turning point in British history?	How would life have been different for me during WWII?	The Wonder of Me (limited topic lessons because of SATs)	Why do we need to save our planet?	

Red – History focus Green – Geography focus Blue – History and geography focus

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.

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

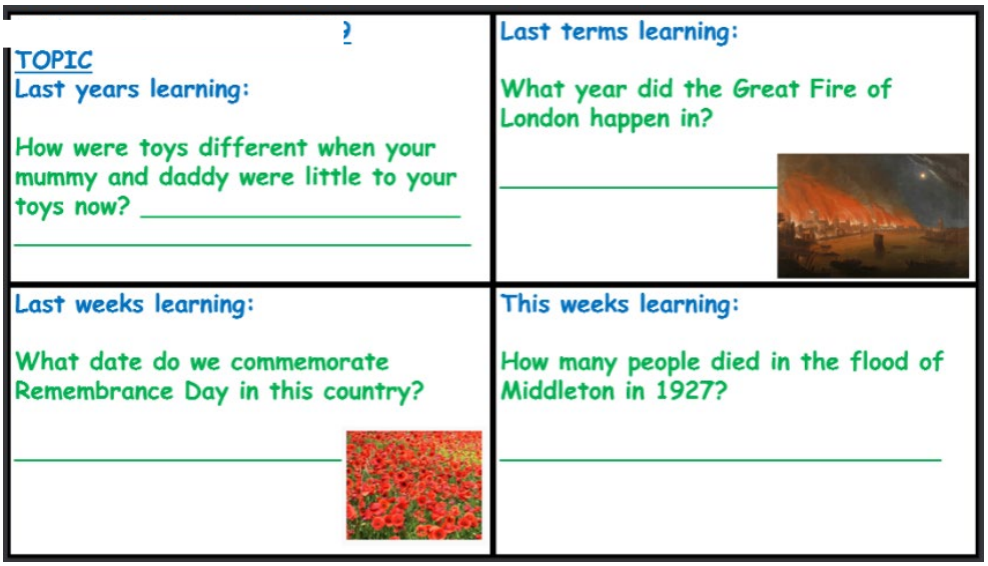
To support the children in developing their substantive and disciplinary knowledge, we have created substantive and disciplinary concept themes which reoccur throughout our curriculum, as children explore their endpoints. These reoccurring concepts allow the children to revisit, link, develop and apply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

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.

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 and example below:

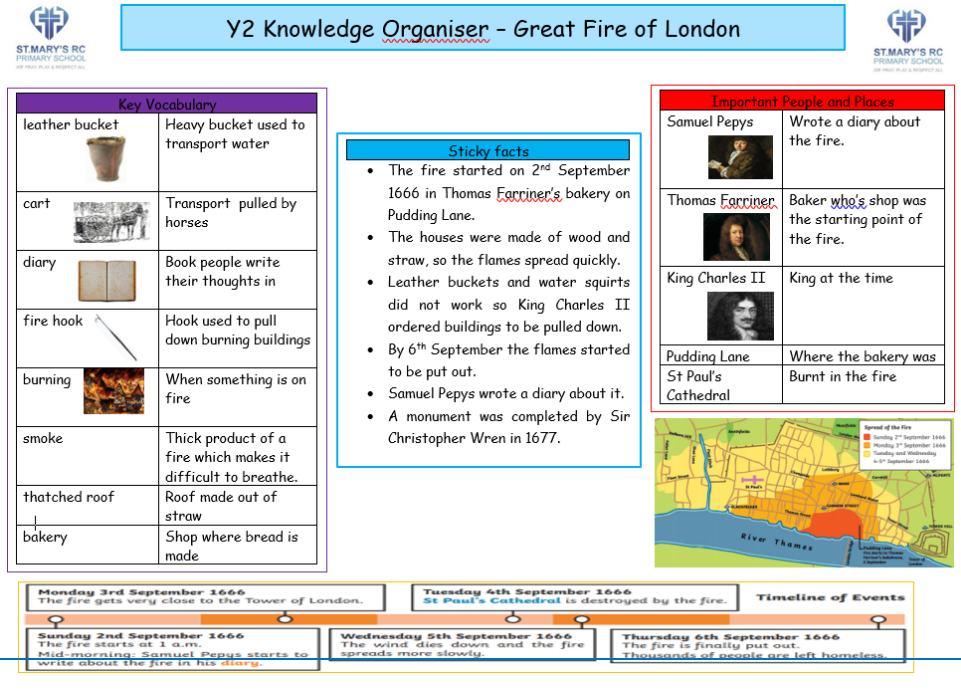


Topic Starter

Topics begin with the children building on their chronology skills, by exploring where their new learning fits into their prior knowledge.

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.



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.

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.