



History

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should 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'. *National Curriculum*

At St Clare's Catholic Primary School, we are committed to providing our pupils with a creative curriculum that develops their knowledge of the past and inspires them to ask and understand historical questions. We strive to immerse our pupils into a curriculum that allows them to understand the chronology of British history and that of the wider world. We want our pupils to be confident, articulate learners who are able to express their knowledge and understanding of specific historical events and how these events have influenced a wide range of cultural societies and ways of life.

Intent

Through our creative curriculum, our intent is to provide children with key knowledge, historical skills and deep understanding of all aspects of Local, British and Global history. The national curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;

characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military.

Our aim is to provide real life, hands on experiences that develops a love for learning and encourages our pupils to think like historians. We want our children to be able to source reliable information, make judgements and communicate their understanding with confidence.

Implementation

Our history curriculum is taught in a progressive way which enables the pupils to explore key concepts and build on historical vocabulary as they move through each year group. In EYFS, children learn about the past using familiar people, events, locality as their focus. As children move through KS1 they build on this knowledge by exploring changes within and beyond their living memory, comparing aspects of life in different periods of time and learning about significant people.

Pupils in KS2 continue to develop a deeper understanding of British and World History by comparing periods of time, making connections, and developing their own informed responses through written narratives, discussions and creative activities. Where possible, our history topics are linked to our Pathways to Write units so that lessons can be planned in a cross curricular way.

To ensure our history units come to life, teachers plan enquiry-based learning allowing the pupils to delve deeply into a specific aspect of history. This motivates our pupils to explore concepts in a language rich, purposeful way, drawing upon previous knowledge.

Impact

At St Clare's, lessons show progressive learning and impact is measured through children's verbal discussions and answers, written accounts, narratives and through creative end of unit tasks. Pupils use a range of vocabulary to demonstrate their understanding and pupil voice shows that pupils are confident and able to talk about what they have learnt in history, demonstrating an enthusiasm for learning.