

I can do all things through Christ who strengthens me



# History Curriculum Offer



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# Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

*Compassion, Respect and Resilience.*

## Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

At St Mary's Catholic Infant and Junior Academies, History is taught to ignite pupils' curiosity about the past and help them understand how historical events and individuals have shaped the world today. We aim to develop thoughtful, analytical learners who can explore the complexities of human experience across time and place. Our curriculum encourages children to ask perceptive questions, think critically, and appreciate the diversity of historical narratives. Through a rich and inclusive curriculum, we promote respect, empathy, and a deep sense of identity and belonging.

From this, we teach to the Arches Principles –

**Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success**

### Ambitious

We aim to cultivate pupils who are motivated to ask challenging questions, analyse complex historical events, and understand how the past shapes the present and future. By fostering ambition, we empower children to become thoughtful, informed citizens who value diversity, justice, and progress.

### Resilience

Through the study of History, pupils build emotional strength, intellectual independence, and a deeper understanding of how resilience has shaped societies across time. We aim to develop learners who can engage with

challenging historical narratives, reflect critically on diverse perspectives, and learn from the triumphs and trials of those who came before them and explore the complexities of the past with curiosity, perseverance and empathy.

### Christ at the Heart

We seek to develop learners who understand how historical events, individuals, and movements have shaped society and how faith has influenced human development across time. Pupils are encouraged to reflect on their own identity, the dignity of others, and their role in God's unfolding story, through the lens of the Gospel Values, including compassion, justice, humility and hope.

### Health and Wellbeing

Our History curriculum is designed to promote not only historical understanding but also emotional wellbeing and mental health. We aim to create a learning environment where pupils feel safe, valued, and inspired to explore the past with empathy and curiosity.

### Excellence

We aim to develop learners who strive for high standards in historical thinking—asking meaningful questions, analysing evidence rigorously, and understanding the significance of events and individuals across time. Excellence in History means empowering pupils to become reflective, informed citizens who appreciate the complexity of human experience and the lessons it offers for the future.

### Success

Success in History means equipping children with the knowledge, skills, and mindset to think critically, appreciate diverse perspectives, and make informed decisions. We aim to cultivate learners who are curious, reflective, and confident in their ability to explore historical events, evaluate sources, and communicate their ideas.

# Our Arches Principles - Rationale for our History Curriculum



To have a secure understanding of history as a subject discipline.  
To 'think like a historian' by interrogating sources and artefacts  
Understand historical concepts: locality, rule and transport



A selection of carefully chosen historical figures to promote resilience within the history curriculum including local significant people.  
Make connections, draw contrasts, analyse trends, frame historically valid questions



As a Catholic school we place **Christ at the centre** of all that we do. We integrate Gospel values and the teachings of the Catholic Church into every aspect of learning and teaching in our history teaching.  
We hope to open our hearts and minds to learning about things in the past and how these people or events have impacted on our world today, helping pupils develop their own identities through an understanding of history at personal, local, national and international level.



Empathising with people from the past  
Having a profound appreciation for what people in the past have done and how they have impacted modern day society.



To have a secure knowledge of the history strands including chronology, historical enquiry and knowledge and interpretation  
Disciplinary literacy – reading like a Historian!



To have a secure substantive knowledge based to enable our children to make connections,  
To laying the foundations for future study and beyond.  
To be enthused and engaged about history.

# Being a St Mary's Historian

At St Mary's, students aren't just recipients of historical knowledge; they're budding historians, exploring the past and constructing their understanding of the world. Our curriculum goes beyond facts, fostering a passion for human experiences.

Being a historian means asking insightful questions, analysing evidence, and uncovering the stories that shape our world. Critical thinking is paramount as students evaluate historical sources, make connections, and construct well-reasoned interpretations.

Our historians explore the past with a keen eye for context, understanding the social, cultural, and economic dimensions. Hands-on experiences, including simulations and projects, create a profound connection with history.

Mastering historical literacy, students read, interpret, and critically analyse texts and artifacts. Being a historian at St Mary's means reflecting on the significance of the past. Students gain a deep appreciation for diverse perspectives, fostering empathy and understanding.

Transport and rule play a pivotal role in this journey. Students examine the influence of transportation on historical events, understanding the impact of rule in shaping societies. Chronological understanding and reflective inquiry guide students in organizing events and discerning their significance.

In our dynamic environment, Key Stage 2 students become historians, navigating time and transport, equipped with the skills and curiosity to understand the past's complexities and their role in shaping the present and future.

## Implementation

Our meticulously designed curriculum is underpinned by a set of guiding principles aimed at fostering a profound and secure understanding of historical disciplines. Our commitment is to deliver a history curriculum that is universally accessible, maximizing outcomes for every child to ensure a comprehensive acquisition of knowledge, retention, and understanding. Our pedagogical approach in history seeks to cultivate a secure knowledge and understanding, encompassing not only local history but also the historical narratives of Britain and the wider world.

The curriculum is thoughtfully structured to facilitate the establishment of connections between current and preceding learning. Our educators employ long-term plans for history, facilitating comparisons between previously taught historical periods. This intentional design aids in the development of children's chronological knowledge, spanning from the Stone Age to the present day.

Our aspiration is to instil in children a curiosity to delve deeper into the past, equipped with the requisite skills to explore their individual interests. History lessons are centred on cultivating the mindset of historians and honing historical skills. Furthermore, our curriculum offers numerous opportunities for enrichment through historical visits, guest speakers, and events hosted within the school.

At the core of our objectives is the aim to empower children to pose perceptive questions, engage in critical thinking, evaluate evidence, discern arguments, and develop perspectives and judgments. Recognising the significance of history in shaping identity, we endeavour to instil a sense of connection with the past in children, elucidating how historical narratives have shaped their own lives. To achieve these objectives, we conscientiously leverage the local area, dedicating a specific unit of work to a thorough exploration of local history. Each year group focuses on a distinct aspect, ensuring that by the culmination of Key Stage 2, children possess a profound understanding of their locality.

# History Long Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum



Subjects/Topics to be taught in line with whole school enhancements

Year Group	Autumn	Spring	Summer
Nursery	<p><b>Changes in my lifetime, my parent's lifetime (and grandparents) – car, bike, jobs, toys.</b></p> <p>Vocab: Old/new</p> <p>Oldest/newest/comparing</p>	<p><b>King Charles</b></p> <p>Princess and the Pea – castle, king, royalty – The King</p>	<p><b>Tim Peake</b></p> <p>Wider world – School – Newton – The world</p>
	<ul style="list-style-type: none"> <li>• Changes overtime – past and present – community/culture- seasonal change                             <ul style="list-style-type: none"> <li>• Festivals through the year – Christmas, Diwali, Easter</li> <li>• People around us – how people have changed?</li> </ul> </li> <li>• How have I changed since a baby? Do I look different? How have I changed?                             <ul style="list-style-type: none"> <li>• Stories with historical settings</li> </ul> </li> </ul>		

	Dates through the year – what are our favourite celebrations? – Bonfire Night, Remembrance Day		
<b>Reception</b>	<p><b>Wow moment</b></p> <p><b>Transport - Old and new</b></p> <p>Enquiry question: Which is the oldest?</p> <p>Close to our home – cars, buses, bikes, trains</p>	<p><b>Wow moment:</b></p> <p><b>Monarchy – Royal Family, family tree</b></p> <p>Enquiry Question: Who is the Royal Family?</p>	<p><b>Wow moment:</b></p> <p><b>Neil Armstrong and the Moon Landing</b></p> <p>Enquiry Question: What is it like on the moon?</p>
	<ul style="list-style-type: none"> <li>Went on a walk to Mesnes Park and discussed the transport we could see, discussed how we could describe these modes of transport to our alien Nova. <ul style="list-style-type: none"> <li>Junk modelling transport</li> <li>Pictures of families</li> </ul> </li> </ul> <p>Things that go book – discussing old and new trains-how trains used to look, talking about our train stations in Newton</p> <ul style="list-style-type: none"> <li>Books about monarchy in book area</li> <li>Buckingham palace to explore on IWB <ul style="list-style-type: none"> <li>Royal clothing in provision <ul style="list-style-type: none"> <li>Crowns to design</li> </ul> </li> <li>Video of the coronation</li> </ul> </li> <li>Junk modelling – Buckingham palace</li> <li>Books about Neil Armstrong/moon in reading <ul style="list-style-type: none"> <li>Space outfit <ul style="list-style-type: none"> <li>Discovery area – Space</li> <li>Planet photographs</li> <li>Moon photographs</li> </ul> </li> <li>Moon landing photographs</li> <li>Watch video of the launch</li> </ul> </li> </ul>		
<b>Year One</b>	<p><b>Changes within living memory</b></p> <p>Transport (up to 100 years)</p> <p>You parents and Grandparents</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>(King Charles and Queen Elizabeth) the impact they had</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b>Events beyond living memory</b></p>

			Transport- The Wright Brothers the first flight
<b>Year Two</b>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory</p> <p><b>Locality</b></p> <p>George Stephenson- the Rocket</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Kings and Queens over time, More in depth Study of our history(succession)</p>	<p><b>Events beyond living memory</b></p> <p>The Titanic</p>
<b>Year Three</b>	Would you have preferred to live in the Stone Age, Iron Age or Bronze Age?	British History – Why did the Romans invade and settle in Britain?	Achievements of earlier civilisations – What was important to the Ancient Egyptians?
<b>Year Four</b>	Locality study- What can the census tell us about the local area?	British History – The Anglo-Saxons	A non-European society which provides contrast – How did the achievements of the Maya Civilisation influence their society and beyond? - Ancient Mayans
<b>Year Five</b>	Local Study – The English Civil Wars	A non-European society which provides contrast – How did the achievements of the Maya Civilisation influence their society and beyond? - Ancient Mayans	What is the legacy of the ancient Greek civilisation?
<b>Year Six</b>	Local Study – What was the impact of WW2 on the people of Britain?		What was life like in Tudor England?
			Unheard History - Who should be on the £10 bank note?

# Progression Documents

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequences pictures into old and new</p> <p>Remembers parts of stories and memories about the past</p> <p>Understands terminology 'old', 'new', 'same', 'different'</p> <p>Changes in me since I was a baby (Use block to represent years?)</p>	<p>Sequence some events or 3/4 related objects in order of time – up to 100 years (intervals of 10)</p> <p>Uses words and phrases: old, new, young, days, and months.</p> <p>Understands that other things happen at the same time (overlap)</p>	<p>Recount changes in own life over time and compare that to relatives from different eras.</p> <p>Puts 4 or more people, events or objects in order using a given scale- beyond 100 years.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Begins to know that the length of time something lasted is 'duration'</p>	<p>Uses timelines to place events in order (intervals of 10/100)</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses timelines with intervals of 10/100/1000 years.</p> <p>Begins to appreciate length of time for different periods.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a Timeline.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>Uses timelines to place and sequence local, national and international events (5 or more events)</p> <p>Begins to design own timeline to sequence events learned.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons,, Vikings and today</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes in the past	Begins to understand there is a difference between 'now' and 'in the past'	Tell the difference between past and present in own and other people's lives.	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant point in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past:</p> <p>Houses and settlements</p> <p>Culture and leisure activities</p> <p>Clothes, way of life and actions of people</p> <p>Buildings and their uses</p> <p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Differences between lives of rich and poor</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events</p>

								and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical interpretation</b>	Can recount some stories from the past (theirs or others)	Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at two versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	Begins to ask questions about the past	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' Estimates the ages of people by studying and describing their features.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'How did people ....? What did people do for ....?' Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'What was it like for a ..... during .....?' Suggests sources of evidence from a selection provided to use to help answer questions.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Organisation and communication</b>	Can talk about the past using 'old', 'new', 'in the past'	Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invade	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of our 'threads' -Locality	Families and family history  Family celebrations	Transport in our locality	Transport in our locality – George Stephenson  George Stephenson and the Rocket-significant in locality	Local study- Local railways and how Newton Le Willows grew  Why was the railway built through NLW?	How was Burtonwood used? (Burtonwood heritage centre)	<i>(Western approaches Liverpool)</i>	Locality enquiry- Vulcan foundry, glass, coal,
-Transport	Cars, bikes, trains	Transport up to 100 years- Change over time  The Wright brothers (first flight)- significant event	The Titanic- Events beyond living memory	See above and- Stone Age to Iron Age/ Ancient civilisations? Ancient Egypt- what did they use for transport?	The battle of Britain- air travel during WWII  Romans- how did they travel (roads!)  Greeks- how did they travel – chariots etc	The battle of the Atlantic- sea travel/ U-boats etc.  Anglo Saxons and Scots- how did they travel  Mayans- how did they travel	Anglo Saxons and Vikings- how did they travel?
-Rule/ Monarchy	We have a King!	Our current Monarch and previous Monarch	Previous British Monarchs- Queen Victoria,	Stone Age to Iron Age/ Ancient civilisations? Ancient Egypt- how did they rule?	The battle of Britain- who ruled and made decisions? Romans/ Greeks - How did they rule?	Anglo Saxons/ Scots/ Mayans- How did they rule?	Anglo Saxons and Vikings- how did they rule?

# Vocabulary is VITAL

<b>Valued</b>	We value vocabulary in <b>history</b> and in everything we do.
<b>Identified</b>	<b>Historical vocabulary</b> is identified by the <b>history subject leader</b> and is explicitly planned for. Vocabulary is identified in each text within lessons.
<b>Taught</b>	Vocabulary is explicitly taught in every lesson. Our Knowledge Organisers are used as a teaching tool for <b>key historical focused vocabulary</b> and the history <b>medium term plans</b> include additional vocabulary to be taught.
<b>Applied</b>	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment <b>outcomes in history</b> .
<b>Learned</b>	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, <b>children revisit and relearn key history vocabulary</b> .

## EYFS

Through an '**explosion of experiences**', our youngest historians are exposed to the foundations of their history learning. Carefully planned science experiences are provided for our children. High quality lessons, stories and rhymes and continuous provision in EYFS provides the building blocks for our St Mary's historians. History vocabulary is planned for and staff ensure children are exposed to the correct terminology when exploring experiences that have historical links. Staff are role models in demonstrating historical vocabulary and this is further enhanced in our excellent provision. The foundations of history learning in EYFS is linked to Year 1 and beyond.

Both our staff and children are enthusiastic about History. Through ongoing quality CPD, we strive to ensure our teachers have expert knowledge of the history that they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they can be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently. Recap sessions within our five-part lesson structure is designed to 'interrupt the forgetting'.

Our 'St Mary's Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. Pre-assessments are planned with the lesson structure to support staff when planning for learning.

# Lesson Structure

## St Mary's Catholic Infant and Junior Academies Lesson structure

	<p><b>Lesson Part 1: Focus on Feedback</b></p> <p>This part of the lesson allows for children to revisit their learning from the previous lesson to address any misconceptions or to complete a challenge for retrieval practice or to further deepen their knowledge of a concept. Feedback from the previous lesson should provide children with prompts to address misconceptions to promote resilience or where necessary should provide specific, accurate and clear feedback focusing directly on the misconception.</p>
	<p><b>Lesson part 2: Recap</b></p> <p>This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.</p>
 <p><b>VOCABULARY</b></p>	<p><b>Lesson Part 3: New learning</b></p> <p>Vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed.</p> <p>The key learning should be shared with the pupils at the start of this section. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own thinking.</p>
<p>INDEPENDENT PRACTICE</p> 	<p><b>Lesson Part 4: Independent Task</b></p> <p>The independent task allows for children to practise or apply their learning. Present the new learning small steps. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.</p>
	<p><b>Lesson Part 5: Plenary</b></p> <p>The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning, and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.</p>

# Impact

We understand that we may not see the true impact of our history curriculum on our children as our history curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught history curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At St Mary's, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our history curriculum. Through disciplinary literacy in history lessons, the impact of reading on the children's historical learning is paramount.

The impact of St Mary's history curriculum is measured through the following:

Assessment at the end of each unit of work

Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence

Pupil voice

Progress evident in children's books and record of experiences

Seeking views of parents where appropriate