



St Michael and All Angels Catholic Primary School

History

Curriculum Rationale

History

Intent

The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong. At St Michael and All Angels Catholic Primary School, we are Historians!

Our History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our History curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.

We aim to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We also hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our curriculum aims to introduce them to key substantive concepts including power, invasion,

	settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.
Implementation	In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of developing artistic and cultural awareness, imagination and creativity, and becoming a musician. In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. Staff also receive specialist INSET training during throughout the academic year. We aim to develop staff and support their understanding of History and develop their own skills. Through our History curriculum, children develop their understanding of the following key disciplinary concepts: • Change and continuity. • Cause and consequence. • Similarities and differences. • Historical significance • Historical interpretations. • Sources of evidence. These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop

	and use their own historical skill set. As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed. Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. <i>Accessibility and Equal Opportunities</i> Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information. All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include: • Providing adaptive teaching • Using a range of teaching styles to match the needs of all groups of learners • Ensuring the classroom environment is safe and secure and accessible for all.

Impact

We use both formative and summative assessment information in History. Our curriculum has key objectives, and we have set out our expectations around these. We assess pupils' depth of understanding frequently and use this to forecast as to whether pupils are on track to meet our curriculum expectations. This process provides an accurate and comprehensive understanding of the quality of education in Music. Monitoring The Subject Leader will monitor progress according to the monitoring timetable.

Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning Walks
- Co-coaching
- Pupil Voice
- Book scrutiny
- Planning scrutiny
- Lesson drop- ins

The outcome of any monitoring activity is shared with SLT and staff and areas for development are identified. Progress should be clear over the course of each topic.

After the implementation of our History curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following our curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

	• Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind. • Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society. • Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day. • Understand how historians learn about the past and construct accounts. • Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts. • Explain how and why interpretations of the past have been constructed using evidence. • Make connections between historical concepts and timescales. • Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.
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