St Ambrose Catholic Primary School
Curriculum Statement for History

Overall Aims and Vision

At St Ambrose, we work to ensure all our children feel loved and valued. We support them in an inclusive environment to reach their full potential and develop the gifts and talents given to them by God. Alongside this, we strive to provide an exciting, creative and challenging curriculum. Jesus is at the heart of all that we do and following in his footsteps, we learn and grow together.

Our principles of "Be ready, be respectful and be safe" provide a foundation to implement our school Gospel values. These values impact positively on behaviour and learning throughout the school.

Intent (What do we want?)

- For all children to become confident historians by being able to describe and analyse what has happened in the past.
- Each child will gain knowledge, skills and understanding of concepts in each historical unit delivered in school.
- History will enable children to understand the development of different cultures from around the world.
- They will engage in Historical activities using correct terms and vocabulary.
- They will develop a range of enquiry skills and techniques that they can use as life-long learners.
- They will be able to engage in discussions about everyday global events with opinions informed by what has happened in the past.

Implementation (What will we do?)

We follow the National Curriculum, with our history units structured around an enquiry question. This approach enables children to develop their knowledge and understanding of a particular historical era while also building key historical skills such as, chronology and explaining cause and effect.

Through high quality first teaching all children are included in lessons and have access to resources which will support them in their understanding of the unit of work.

EYFS

- Pupils will compare pictures, stories, artefacts and accounts from the past in order to explain similarities and differences.
- Children will be encouraged to describe experiences that are familiar to them and how these may have differed in the past.
- Children will listen to a variety of stories to enable them to discuss and explain common themes such as bravery.

Key Stage 1

- Pupils will explore changes within living memory of national life e.g. How our NHS was impacted by the work of Florence Nightingale.
- The children will learn about the lives of significant individuals in the past who have contributed to the way we live in the world today e.g. Neil Armstrong.
- Our pupils will access knowledge of significant historical events, people and places in their own locality e.g. the development of Stockport market and its changes through the years.

Key Stage 2

- Pupils will develop a chronologically secure knowledge and understanding of British, local and world history.
- To teach pupils to understand how our knowledge of the past is constructed from a range of sources e.g. investigation into Skara Brae.
- Our pupils will learn to use historical sources to learn about change and its causes.

Inclusive provision:

We use concrete artefacts, visual timelines, immersive drama, picture sources and assistive technology, so reading levels do not restrict historical thinking. History questions are structured with visual word banks, sentence starters so all learners can structure their historical reasoning.

Oracy:

We use structured talk to help all pupils and analyse evidence, construct arguments and articulate cause and effect before committing to paper.

Impact (How do we know?)

Children's knowledge, understanding and progress in History is monitored and assessed through the following; - book scrutiny, pupil voice, learning walks.

Performance data is submitted after each unit. Assessment is based around the enquiry question which forms the foundation of teaching in each unit.
Formative assessment is used on a weekly basis in the form of a reflection sheet. The pupils write a fact they have learnt in each lesson.
Each lesson begins with enquiry questions referring to previous leaning to help identify gaps in understanding.
Summative assessment identifies children who have reached age required expectations. Additionally, children who are emerging and have reached greater depth are highlighted along with any extra support they have been given.