



History

Intentions, Implementation and Impact Statement

At St Philip's our History Curriculum is driven by our whole school vision and values.

Happiness, Love and Security Abound

Everyone is Special

Every achievement is celebrated

Relationships and teamwork matter

A beacon of light in the community

Christ is in everything we do

History: intentions

Our golden threads run through our history provision - **Educating for Wisdom, Knowledge and skills** - **Educating for hope and aspiration** - **Educating for community and living well** - **Educating for dignity and respect**

❖ ***Oracy is a focus through which we hope to literally give our pupils a voice but through which we can develop and refine their ability to listen, think and write.***

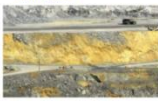
We have three rich seams to base our history curriculum around –

Chronology – what's the time?
Enquiry – detective work – sources – what do we want to investigate?
Why? – know why – ask why – explain why

Golden Threads



Rich Seams



The world our children live in (local, national and global) has been shaped by the past and so they cannot really understand their world without knowing about the past.

In addition to this, historical perspective and skills make us better citizens, better able to sift information and think critically. History is perhaps the biggest subject of all as there is a history to all other subjects. It is therefore innately

cross- curricular and especially good for supporting the development of literacy skills.

When designing and reviewing our curriculum provision and choices we are keen to **balance the demands for a knowledge rich curriculum with the skills that are intrinsic to being an historian**. We want to deliver **a coherent curriculum that pays explicit attention to progression**. Our knowledge organisers have deliberately been created to do this. HA Primary News 84 confirmed much of what we have already chosen (Insights from a year of leading the knowledge rich curriculum by Robbie Burns) **and encouraged us to be braver in some aspects of what we do** (e.g. Democratising history lessons by Stuart Boydell and Extending the curriculum by Karen Doull) HA Primary News 85 has inspired us to develop our approach to diversity through an immigration unit in Year 6: migration stories – our local stories

In the EYFS and Infants, the main aims are to enjoy history, encourage curiosity about the past and to start developing an understanding of significance, change and continuity.

By the end of the Juniors we want our children to leave our school with a range of positive history experiences and skills:

- **enjoying history**
- **knowing why it is an important subject to study**
- **having developed a sense of chronology**
- **with a sound knowledge of the areas outlined in the National Curriculum**
- **understanding historical concepts such as change and continuity**
- **with a range of historical skills such as enquiry, examination and analysis of evidence and clear communication of findings**
- **understanding the contribution that people, events and eras have made to our way of life now**
- **appreciating how faith and Christian values have shaped our world**



History: implementation

Class teachers are supported in a range of ways:

- ❖ Membership of the Historical Association so that we are up to date with current thinking and constantly refreshing what we do
- ❖ A subject specialist who is the subject leader
- ❖ Regular support with pedagogical strategies for driving progression
- ❖ Recent resources developed to enhance chronological understanding and increasingly independent historical research skills
- ❖ Knowledge organisers which equip non specialists with a skills and knowledge approach
- ❖ A series of history ladders which outline progression
- ❖ Word banks for each topic
- ❖ Reaching out to family members who can come in and share their own history stories

INSET which has...

- ❖ equipped teachers with a bank of Learning Objectives and differentiated Success Criteria
- ❖ demonstrated activities to develop pupils understanding of why we study history
- ❖ outlined chronology activities
- ❖ given a skills focussed approach to use alongside knowledge
- ❖ ***given a focus on oracy –teachers to consider 4 aspects of oracy – physical, linguistic, cognitive and social & emotional – If you do not say what you mean- you will never mean what you say!***
- ❖ ***Explicit opportunities will be given to develop oracy – e.g. partner talk – my turn your turn – sentence stems etc.***

History Ambassadors who...

- ❖ Promote history (and British Values) around the school...displays, assemblies and history club
- ❖ Support subject teaching by acting as lead learners in other classes or as Wow starters/chronology developers when they visit dressed in historical costume to be interviewed by pupils
- ❖ Lead whole school worship which develops a sense of how the past has informed the present and helps us appreciate the society we now live in
- ❖ Lead class worship sessions within the school which incorporates appreciation of British Values
- ❖ Host exhibitions for parents about historical events such as remembrance and highlight the variety of what we do in school
- ❖ Deliver competitions to encourage pupils to take an interest in their local area and family histories
- ❖ Engage with our local community via visits to the church and Woodlands Care Home
- ❖ Organise fund raising and raising money for charities linked to our history curriculum
- ❖ Act as chronology buddies to the infants
- ❖ Work with EYFS children to help develop their sense of time using e.g. a seasons jigsaw activity
- ❖ Lunchtime to help fill gaps for those falling behind with chronology and interactive activities



History: impact

A lively, engaged and informed group of History Ambassadors...who engage pupils across the year groups

High levels of pupil enjoyment of history Impressive examples of history across the age range in terms of oral and written work

Developing sense of history as a discreet subject with skills and vocabulary but also of its connections to other areas of the curriculum and its relevance to our world today

Regular reflection of what we've achieved and what our next steps should be

How do I know I am better at history now than I was?

Pupils are encouraged to look back and see their emerging skills and successes.

- ❖ ***Oracy - If you cannot speak it – it is unlikely you can write it. We aim for articulate pupils who are aware of how to use their voice and body to be clear speakers who use appropriate vocabulary and structure to engage with others- recognising that listening is an important part of oracy.***

The areas outlined in the national curriculum have significant overlap but below is an indication of the progress expected and which often goes from an ability to talk and write briefly to significant pieces of written work in the upper Juniors.

By Year 5 and 6 pupils can see that

Chronological understanding

- history vocabulary has developed e.g. words to do with time such as eras, decades, centuries
- their sense of chronology has developed e.g. from everything just being 'in the past' to a sense of what was recent past and what was long ago and what was a very long time ago....that instead of just thinking that everything in the past was different from now...they can see and weigh up the extent of change and continuity

Historical enquiry

- finding out about the past has moved on from a picture based approach to one that uses a wider range of sources
- use of sources has moved on from extracting information to examining it for usefulness and reliability
- a greater ability to ask and answer their own questions

Historical interpretations

- they have moved from extracting information in sources to seeing where sources differ and why that might be...an ability to compare sources and their reliability

Organisation and communication

- era specific vocabulary has increased via explicit use of word banks, vocabulary challenges and knowledge organisers
- extended written work has moved from description (what I know) to analysis (e.g. this happened because...to some extent...on the other hand)

Understanding of events, people and places

- From talking about or describing a topic to understanding topics as turning points and seeing a range of reasons for or outcomes of events