

History Curriculum Statement

At Holy Family, it is our intention to generate and nurture our children’s interest, enjoyment and love of History. Our History curriculum at Holy Family has been planned and developed in accordance with the National Curriculum. Key Stage History has been used as a starting point, which has been developed with careful consideration as to how we can reflect the children in our school, their needs and the community in which we teach through further enhancements and enrichments. Local history is considered across all key stages, starting with our village location of Cronton studied in Key Stage 1, the impact of the Industrial Revolution on our local area of Widnes in Lower Key Stage 2, and extending to the nearby city of Liverpool when studying World War 2 and the International Slave Trade in Upper Key Stage 2. In our school, we are historians.

INTENT	IMPLEMENTATION	PLANNED IMPACT
<p>The intent of our History curriculum is to deliver an ambitious, knowledge-rich history curriculum that aims to inspire pupils’ curiosity to know more about the past. It helps pupils gain a coherent, chronological knowledge and understanding of the past and enables them to use core knowledge of dates, events and people to talk confidently about a range of historical periods in Britain and the wider world.</p> <p>We look to develop pupils’ enquiry skills by encouraging them to consider different arguments and develop the skills to enable them to interpret evidence in a critical way.</p> <p>Through carefully planned lessons using Key Stage History as a starting point, children will understand chronology and where present learning sits within previous learning to create an evolving timeline. With this, children will retain more knowledge and</p>	<p>History is taught in blocks throughout the year. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.</p> <p>Planning is informed by and aligned with the National Curriculum and Key Stage History is used as a starting point for lesson planning. The History curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers’ cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge through Quality First Teaching.</p> <p>Every lesson is taught through a key enquiry question, encouraging children to think critically when developing an understanding of the past.</p> <p>Each period taught is introduced with reference to the chronology of previously taught time periods/civilisations</p>	<p>As a result of the teaching of History at Holy Family, we want our children to be secure in the subject-specific concepts that will enable them to be ready for the curriculum at Key Stage 3 and for life as active members of society.</p> <p>This means that our children will:</p> <ul style="list-style-type: none"> • Have a secure knowledge and understanding of people, events and contexts from the historical periods covered. • Be critical and analytical within their thinking. • Make informed and balanced judgements based on their knowledge of the past. • Be aware of how historical events have shaped the world that they currently live in. • Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. • Have a wide historical vocabulary that they can

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<p>link previous ideas and skills.</p> <p>The history curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas.</p> <p>Pupils develop an understanding of key substantive concepts (community & culture, conflict & disaster, exploration & invention, hierarchy & power) that act as threads throughout the history curriculum from the beginning to the end of the pupils' primary education.</p> <p>Links to Geography, Inspire/Aspire and other subject areas are also explored when appropriate; class novels and the themes to which they relate in English are also used to embed and enhance historical learning:</p> <ul style="list-style-type: none"> • In Year 4, English is taught through the theme <i>'Invaders, Settlers, Struggles, Protection'</i>, which enriches historical learning about the Romans, Anglo-Saxons and Vikings • The theme of <i>'Ancient Greece and Greek Myths'</i> is taught in Year 5 English to enhance the Year 5 History curriculum with supporting texts • The class novel <i>'Letters from the Lighthouse'</i> is taught in Year 6 through the theme <i>'World War 2, impact of war, bereavement, healing'</i> in English in conjunction with the History curriculum to create depth of learning. <p>We intend for our children to have real life experiences and learn about History in an active and creative way and therefore visitors and trips form a fundamental part of our curriculum.</p>	<p>(including those from previous years).</p> <p>At the start of every lesson, children are required to retrieve previously gained knowledge through a short, independent task. The children may have acquired this knowledge in a previous lesson, period of study or in a previous year group. This task is designed to strengthen children's memory of key knowledge, enabling them to develop their schema and make progress across the curriculum.</p> <p>History Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History.</p> <p>Subject specific vocabulary, which is mapped out in our progression document, is identified in Knowledge Organisers and on working walls. This is highlighted to the children during lessons and revisited in the sequence of lessons to embed vocabulary.</p> <p>Historical learning to begin in EYFS where they begin to understand where they fit in within a timeline. Each class has a timeline displayed, which is progressive and has periods of time added to it as they are taught. Time periods and civilisations taught previously will feature on each class timeline.</p> <p>Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in class libraries.</p> <p>Historical enrichment activities and trips are organised across each academic year to provide the children with tangible and creative experiences to give children a real sense and understanding of the time periods taught.</p>	<p>say in context and use within their writing.</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. <p><u>How we measure impact in History</u></p> <p>We measure the impact of our curriculum through lesson observations, learning walks and through pupil/teacher voice and book looks by subject lead and SLT.</p> <p>Extended writing and end of unit quizzes will be used as summative assessment to inform teacher judgements. Overall evaluations are completed by teachers after each period studied.</p> <p>Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.</p>
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The school's own context of Cronton is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice.

Assessment in History

Formative assessment is an integral part in every lesson and this informs teachers' planning and ways forward. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the work produced throughout each time period taught. Teachers also assess children's understanding in History through knowledge quizzes taken at the end of each time period taught through KS1 and KS2. UKS2 will also have opportunity to show their understanding of what has been taught through extended pieces of historical writing.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.