



St Ambrose Barlow Catholic Primary School

History

Statement of Intent, Implementation and Impact

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intent

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The intent of our History curriculum is to deliver a curriculum which is accessible to all; to maximise the outcomes for every child so that they know more, remember more and understand more. We aim for it to stimulate pupils' curiosity about the past, increasing and developing their historical skills, concepts, knowledge and attitudes. Thereby developing their interest in the past, arousing their curiosity and motivation to become active learners with a passion for history. So that teaching equips pupils to think critically, weigh evidence, sift arguments, developing perspective and judgement. Increasing their understanding of the present in the context of the past, whilst developing all children's understanding of their place in the world.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. History is broken down into areas of study for each topic with key questions relating to the POS aims in an Enquiry-based approach. Developing and using their skills in enquiry, analysis, evaluation, and argument. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities to apply learning are carefully mapped. The methods of historical enquiry, includes how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. History lessons focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way.

Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Skills, knowledge and discreet vocabulary progression are built on year by year and sequenced appropriately to maximise learning for all children. (See opportunities to Revisit Learning Cross-Year Links in Geography and History) 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 Mayans. Staff understand the curriculum and make clear links between historical time periods and concepts. Pupils identify chronological links between their studies for example: Y1 Victorians - Y2 Great Fire of London - Y5 Industrial Revolution.

We build skills and knowledge to prepare pupils for subsequent learning throughout Key Stage One and Two and beyond. History teaching focuses on enabling children to think as historians. This enables pupils to understand a chronological framework and make connections. Placing the History being studied in the chronological context of previous learning, using the class timeline. The focus is not on the pupil's ability to list chronologically the kings and queens of England, but to make links between events and concepts. For example: understanding that the withdrawal of the Roman Empire from Britain in 410AD paved the way for the Anglo-Saxon invasion in 450AD and subsequent rule. Pupils should be able to identify significant individuals throughout history and place them within a time period i.e. Queen Victoria in the Victorian era 1837-1901 or Alexander the Great in the Ancient Greek period 336 -323BC.

Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history. Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. Knowledge walls and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including knowledge quizzes.

Staff understand the principle that by attaching new knowledge to what you already know, it is easier to understand the new knowledge. (See opportunities to Revisit Learning Cross-Year Links in Geography and History) Cross curricular outcomes in history are specifically planned Links to Geography and other subject areas are also explored, with strong links between the history curriculum and literacy lessons enabling further contextual learning. Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area. Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills. We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

Teachers have good subject knowledge, presenting the subject clearly, promoting appropriate discussion, checking understanding, identifying misconceptions, providing clear feedback. Teachers create an environment that allows the learner to focus on learning. Adapting their teaching style as necessary. Resources reflect their ambitious intentions for the course of study. Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, to become the very best version of themselves they can possibly be. Developing learners' confidence and

enjoyment of the subject. Staff understand the intent of the curriculum and therefore the implementation is very good.

Impact

The impact and measure of this is to ensure that children at St Ambrose Barlow are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The large majority of children will achieve age related expectations in History. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

As historians children will learn lessons from history to influence the decisions they make in their lives in the future. Studying our ancestors helps us have a better understanding of how we live today. Furthermore the study of the history of other cultures will help them understand the relationships between different groups, diversity and an appreciation of the culture and attitudes of societies other than their own. Enabling pupils to be effective and responsible citizens in society. Gaining transferable skills which can be used across the curriculum and in life. Creating and maintaining lifelong learners.

Outcomes in history and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil interviews, book trawls and drop in sessions by the coordinator. The coordinator highlights strengths, achievement and any improvements, knowledge and skills that still need to be embedded.