



## History Subject Statement

### INTENT

“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.”

- *National Curriculum 2014*

At St Thomas of Canterbury R.C. School, our intent, when teaching history, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills and understanding. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The coverage of recent history in KS1 such as ‘Toys’ and ‘The Seaside’ enables children to acquire an understanding of time, events and people in their memory and their parents’ and grandparents’ memories, moving on to more distant events such as ‘The Fire of London’ and people who lived before living memory such as Florence Nightingale. The intent in lower KS2 is that children can work in chronological order from ‘Stone Age’, through ‘Romans’, ‘Anglo Saxons’ and ‘Vikings’. By the end of LKS2, the children have a deep enough understanding of chronology that they are able to start to understand how some historical events occurred concurrently in different locations, e.g. The Romans and Ancient Greece. Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as ‘Ancient Egyptians’ through to more modern history such as ‘World War II’.



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## IMPLEMENTATION

Themes are taught in each year group. As part of each theme we have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.

In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. Children also look at significant events and people who have shaped society, locally, nationally and globally.

In KS2, each year group aims to make links to aspects of local history, for example the Year 3 children are taught about Romans and have the opportunity to visit the different sites on the Isle of Wight. In Year 4, when the children learn about the Anglo Saxons invading Britain, they also learn about the Jutes who took over much of Kent and the Isle of Wight, making Carisbrooke their central town.

In all year groups, children consistently build on previous knowledge and learning by placing previously taught History themes on a timeline. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous themes as well as previous lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document. Effective CPD opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication. Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation. We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum. Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Effective modelling by teachers ensures that children are able



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to achieve their learning intentions, with misconceptions addressed within it. Assessments of key knowledge points are made regularly and recorded via Balance. This enables teachers to see immediately if any children are falling behind, or to recognise high achieving historians and adjust future learning accordingly. Children are given clear success criteria and sometimes WAGOLLS in order to achieve the Learning Intention with different elements of independence. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing. Our use of Balance allows us to use data to inform future practice.

## IMPACT

The impact of this curriculum design will lead to strong progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Thomas of Canterbury R.C. School reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.