

History Curriculum

Through history, we aim to foster the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity – our history curriculum represents the diverse nature of our school and celebrates the historical heritage of our children and families. We aim to foster a passion for history and an enthusiasm for learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

In line with the National Curriculum, we teach the children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We believe that a history curriculum should provide mirrors for the children in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum document and build depth studies of the periods of history that represent the unique community that we serve.	Pedagogical Approaches	The pedagogical approaches to the teaching of history are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge 	Approach to Assessment	We believe that assessment in History is more than just knowing facts and dates. We assess the children's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge. The end-of-unit assessment comprises of an unseen source that is related to the period of history that has been studied. The children analyse the source, using the knowledge and skills they have developed during the project. This is used by teachers to provide information on how well the children are learning the curriculum.
End Points	Substantive knowledge represents the historical content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for history at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Procedural knowledge represents the skills of a historian. This knowledge is drawn from the National Curriculum Programmes of Study and is mapped into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school. In planning, this knowledge is presented as our broad 'learning aims'. For example, the children are taught how to analyse historical sources. This is taught in every year group from year one to year six. As the children move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways.	Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts and timeline events. The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge, for example, so that pupils recognise that events were taking place across the world at the same time. Different viewpoints and perspectives are actively encouraged.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their project books, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.

Alignment with EYFS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. In developing the children's understanding of the world, we build upon their personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision foster their understanding of our culturally and socially diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Children are given opportunities and experiences to enable them to meet the expected level of development. A key aim of our Sacred Heart EYFS curriculum in relation to understanding the world is to be able to talk about experiences within their living memory and compare their experiences to those in the past.</p>	Knowing More and Remembering More	<p>Our history curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class. Substantive concepts are repeated in multiple-year groups in order to develop resonance. Concepts are unpicked, defined and put into context to support the children's immediate understanding of the period being studied, whilst also broadening their wider understanding of history as a discipline.</p> <p>During the course of their history project, we share significant amounts of substantive knowledge with our children. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the course of the project to ensure that key knowledge is revisited and remembered.</p> <p>Long-term retrieval opportunities are created by revisiting project books beyond the term in which the subject is being studied. This is planned for and structured so that children are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.</p>	Talking to Pupils	<p>The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.</p>
Local Context	<p>In selecting the specific content, we ensure that the historical heritage of our children is highlighted and celebrated. As a result of our work on developing an anti-racist curriculum, deliberate choices are made within historical periods so that our curriculum is representative of, and sensitive to, the community that we serve. Links are made to our Catholic faith, Global Goals and Catholic Social Teaching where relevant.</p>	Teacher Assessment	<p>Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact.</p>		

In our history curriculum, disciplinary knowledge is represented by the following areas:

- Significance: Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study)
- Evidence: Information gathered from historical sources
- Similarity and difference: Understanding the extent of similarity and difference between different sorts of people – and between people within the same group
- Continuity and change: Understanding that some things change and some things stay the same
- Cause and consequence: Understanding a chain of events and developments
- Interpretations: Understanding how and why interpretations of the past can differ

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In history, this would include concepts such as Empire, Monarchy, Law or Conflict. Substantive concepts appear throughout the history curriculum and are explored in different year groups through different historical periods. By highlighting these concepts, we are able to ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.