



History Curriculum Statement

Intent

Here at St. Winefride's Primary School, it is our aim to instil a love of history in all our children through the delivery of a fun, creative and intriguing curriculum that stimulates the children's interest and understanding about the life of people who lived in the past and its impact upon how we live today. Through their learning, our children are made aware that they themselves are makers of history. We have designed our history curriculum to develop the essential knowledge and understanding of Britain's history and that of the wider world, with a particular reference to our local area. This enables our children to value their own and other people's cultures. To enrich the learning of history at our school, we intend for our children to have real life experiences by organising educational trips; inviting visitors into school and commemorating important and special events.

Implementation

Knowledge at the Heart of the Curriculum

Learning knowledge is not an endpoint in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of historical knowledge, we want our children to become skillful historians. Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions whilst also developing historical enquiries of their own. At the beginning of each new history topic, teachers refer to timelines to develop children's understanding of chronology and using the KWL strategy (What I know now at the beginning of the topic, what I would like to know and what I know now at the end of), teachers are able to check children's existing knowledge and this helps to create a programme of study that is responsive to children's interests.

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.

In addition to substantive and disciplinary knowledge, our children will develop their experiential knowledge too. Teachers work hard to ensure that children are engaged with learning activities that actively involve, motivate and prompt them to ask questions. Some of the agreed features of our 'experiential approach' include visits to museums and other historical settings, the handling of artefacts, cross-curricular links and exploring our local area for evidence of the past.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at St Winefride's Catholic Primary School. Our golden threads are:

- Conflict
- Religion
- Power
- Invasion
- Societal Change
- Community and Culture

Each unit will not include every 'thread', but over a year, children will visit each one more than once.

Impact

The History Curriculum at St. Winefride's is high quality, well thought out and planned to demonstrate progression. This enables our children to know more and remember more about history. Teachers use a start of topic and end of topic assessment (KWL grid) to review learning showing how much knowledge children have gained. This is all demonstrated in the children's final activity where they are asked to answer the overarching question from lesson one.

As our Year 6 children transition to secondary school, we aspire that they will have developed a historical mind of inquiry and have a strong chronological understanding of historical events, making connections between their influence on the past and their potential influence on future events.

Linking Curriculum and Pedagogy

We have developed our pedagogy and curriculum to make learning stick. At the heart of our approach is retrieval practice and recapping through 'Review and Do'. 'Review and Do' practice involves deliberately recalling knowledge from memory to make learning more robust and flexible. Each time a memory is retrieved, it is strengthened and less likely to be forgotten. If we wish our curriculum to build over time, then we need to teach in a way that makes knowledge 'stick'. Units of work refer to learning from previous units to enable children to grapple with historical concepts such as 'continuity and change', and 'similarity and difference'. For example, when studying Ancient Greece in Year 4, children make comparisons between Ancient Egypt (studied in Year 3).

Our teaching of history is driven by an enquiry approach that seeks to capitalise on children's curiosity and prior learning. Units of work are structured around an overarching historical enquiry to ensure teaching is focused and children are working towards a clearly defined outcome. The overarching enquiry is often broken down into small sub-enquiries to give children a sense of incremental progression and make learning large chunks of content more manageable. The final lesson includes an activity which allows the children to answer the overarching enquiry question which was introduced to them in lesson one.





