

History Curriculum Statement

Intent

At St Mary's Catholic Primary School our aims are to fulfil the requirements of the National Curriculum for History by providing a high-quality, rich and relevant curriculum. Through their History education, pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to ensure the progressive development of historical concepts, knowledge and skills by building upon prior knowledge and allowing for constant retrieval of core content. Ultimately, we want our children to be inspired, to become curious and develop a love for History.

History has always been held in high regard at St Mary's Catholic Primary School, with the history of the local area celebrated. It endeavours to make full use of the resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Our history curriculum covers: The Great Fire of Newcastle and Gateshead, significant people from the North East, the development of the railways linked to George Stephenson and the effect of the Industrial Revolution on Tyneside.

The curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- Have knowledge of chronology, to discover information from, and create timelines;
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

Implementation

Reception class explore historical themes and content through the Understanding of World strand of the Early Years Curriculum; they explore, observe and learn about people, places and time.

In Key Stage One and Two the children learn about civilisations, culture, the Monarchy, significant historical events and people, and changes in Britain and the wider world. They learn about chronology and draw on a variety of sources to collect their evidence.

Knowing more and remembering more is at the core of our History Curriculum. Our History units are mapped progressively from Reception class to Year Six, connections and comparisons are made through the substantive knowledge in each unit. The substantive knowledge is underpinned by key concepts for learning; these are used as a hook to help the children remember more over lessons, year groups and key stages. These key concepts include:

- Significance
- Hierarchy and Power
- Invasion and Settlements
- Exploration and Invention
- Religion and Belief
- Community and Culture

The children are reminded of these key concepts in every lesson. In conjunction with this, teachers have identified five non-negotiable facts that the children need to know by the end of a topic. These facts are the foundation of our planning and are elaborated on in lessons. At the start of each lesson, the children retrieve their knowledge of the key facts through flashbacks, quizzes, songs and games in order to ensure that previous learning can be recalled and built upon. At the end of a unit the children are assessed against these key facts. Knowledge organisers are used in each unit and are a vital resource for the children to refer back to throughout their learning.

The children develop their disciplinary knowledge through their ability to investigate and interpret the past, analyse, question and compare sources of evidence to form their own judgments about the past, as well as understanding chronology to build an overview of British and world history.

The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice, for example trips to Beamish and Segedunum.

Impact

- The children will have participated in a broad and balanced history curriculum which fosters curiosity and enjoyment.
- The children will be able to recall key knowledge specific to their learning and make links between other units of work.
- The children will have a good understanding of chronology, historical sources and the impact of history on the modern world.