

## History

### Intent

The history curriculum at St Mary's makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. Topics are informed by the national curriculum. The history curriculum is planned and structured to ensure that current learning is linked to previous learning and that pupils learn knowledge about the past and how historians investigate. Emphasis is placed on analytical thinking, questioning and problem solving which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We aim for our pupils to have a depth and breadth of historical knowledge.

In line with the national curriculum 2014, the curriculum at St Mary's aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically and solve problems, 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.

In St Mary's these aims are delivered through studying our threshold concepts

Investigate and interpret the past. This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history. This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology. This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically. This concept involves using historical vocabulary and techniques to convey information about the past.

### Implementation

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. Cross curricular outcomes in history are planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. Planning is informed by and aligned with the national curriculum. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich

approach, there is a strong emphasis on people and the community of our local area and in other places around the world.

### Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning.