



St. Peter's Church of England Primary School

HISTORY CURRICULUM STATEMENT

Introduction

At St. Peter's, History forms part of our enchanting curriculum and benefits from subject-specific teaching throughout key stage 1 and key stage 2.

Through studying History, we **open doors** to understanding the past. We master the historical skills needed to investigate and explore the events and people of history and grapple with big questions to understand how these have influenced our lives today.

Curriculum Vision

A St Peter's historian is curious about the past, they ask questions and want to know why, they seek a deeper understanding of what they have learned and make links between the events of the past and their impact on our lives today. Through their study of local, national and internationally significant events and people, they utilise important evaluative skills to consider fact and opinion from a range of different perspectives and viewpoints. They investigate and interpret the past through critically assessing historical sources and artefacts, weighing evidence, sifting arguments and developing well-informed opinions about life in the past.

They are immersed in the past and talk passionately about what they have learned. They are able to communicate historically, using a wide-range of subject specific knowledge and vocabulary to share their thoughts and opinions with others. They have a good understanding of chronology and how different periods in history fit together to make a coherent narrative. They compare, contrast and make links across different time periods to deepen their understanding of how key concepts and ideas have changed over time.

The curriculum opens doors to a deeper understanding of the world around us, understanding of our locality, Britain and that of the wider world. Through this, our historians understand the foundations of different belief systems, societal norms and cultures and use this to knowledge to enable them to live a life in all its fullness as active global citizens. They relate the experiences of others to our school values, identifying acts of courage, compassion, respect, perseverance and friendship in the events, time periods and significant individuals studied.

Provision, Planning and Delivery

Our Provision

We enact our vision for History through:

- Ensuring our curriculum includes opportunities to study significant events and time periods which shaped our immediate locality.
- Ensuring our curriculum includes opportunities to study a diverse range of significant individuals and actively provides opportunities to dispel stereotypes and prejudice about the events of the past.
- Providing regular opportunities for pupils to visit historically significant places within the UK and see history brought to life.
- Exploring new learning through in-depth debate and discussion at every age and stage.
- Designing the curriculum so that key concepts are regularly revisited to ensure depth of understanding.
- Designing specific elements of the curriculum to ensure coherent narrative and chronology is developed over time.
- Regularly revisiting historical timelines to embed a good understanding of chronology.
- Embedding our school values into each unit, giving pupils the opportunity to see the values lived out by those in the past.
- Within all units, promoting an enquiry approach and giving children access to historical sources and artefacts for them to evaluate, explore, investigate and interpret.

- Providing opportunities for children to consider alternative viewpoints and sources from different perspectives.
- Promoting historical vocabulary and providing children with the topic specific vocabulary necessary to communicate their ideas and opinions successfully to others.
- Providing regular opportunities for pupils to talk about what they have learned and how this links with prior knowledge and understanding within history and across subjects.
- Studying key themes and events in depth rather than skimming the surface of enormous historical time periods.

Planning

Compliance with the six year History long term plan ensures that all learners access a broad and balanced History curriculum throughout their time at St. Peter's. Completion of this journey progressively deepens pupil's understanding of the keys to History (see progression) across a range of different contexts, people and places.

Each unit contains 3 historical enquiries for study, these are big questions which support learners in using the keys to History to make links between what they already know and what they are learning. This helps learners to create an understanding of the bigger picture, as well as providing depth of understanding around specific events, people and periods.

Delivery

The History curriculum in Key Stage 1 and 2 is delivered every term during discrete History lessons. To enable pupils to be immersed in their study, lessons are organised into half-termly blocks with multiple lessons per week, with a minimum of 12 hours per term dedicated to study in this specific curriculum area.

Progression



To ensure progression in History, our curriculum is organised to progressively deepen learners understanding of the **keys** to History these are: Investigating and Interpreting, Chronology, Communication and Historical Understanding.

Through each of the contexts studied in depth, the keys to History are embedded and taught at an appropriate complexity. See History Key Progression (below) for more information.

Assessment, Recording and Reporting

Assessment

Teachers assess children's knowledge, understanding and skills in History by making observations within lessons and by reviewing written evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session.

Recording

Learning in History is recorded in pupil's individual History books and learning episodes are captured in a way which best meets the learning objective. Some of the evidence may include child-produced written work or diagrams, whereas others may involve photographs or teacher notes from discussions or drama activities.

Reporting

Children's achievements in History are formally shared with parents and carers annually, as part of their end of year report and informally through termly open door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources, which support the implementation of this policy into practice:

- History Long Term Plan
- History Key Progression