



ST. ANDREW'S HISTORY CURRICULUM

HISTORY CURRICULUM INTENT

Our skills-focused, broad and balanced history curriculum allows children to shine as historians through engaging, knowledge rich and practical history lessons. Our intention is that our children thrive in learning about the past, in increasing richness and complexity, by securing knowledge that will be particularly helpful to making sense of what they will go on to learn. Our aim is to inspire children's curiosity and fascination to learn about the past and how this could shape their future. History helps our pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

St. Andrew's learners will encounter and revisit substantive historical concepts, enabling them to generalise about substantive phenomena which will recur throughout the school and in their future learning journeys. Learners will understand how historians study the past and be encouraged to develop their enquiry skills to promote independent thinking. Children should gain a detailed knowledge of the area they are studying and understand how historians approach and devise historical questions and bring these together in order to construct arguments that are meaningful.

We aim for children to explore history in our locality through studying significant events that have shaped our community and way of living. In Year 4, children study the local area with a focus on the Anglo Saxons, looking at how people used to live in our local area, comparing old and new.

The History Curriculum contributes to the St. Andrew's Core Values:

Compassion: By developing historical empathy, making then-and-now comparisons between events of the past and of the present and people who lived during different periods of history.

Achieve: All children achieve through discovering new knowledge and developing their skills in order to analyse historical sources to devise questions and make conclusions.

Respect: Children will learn mutual respect and equality through the study of a diverse History Curriculum focused on aspects which have shaped the world we live in today: multiculturalism, diversity, gender equality and fundamental British values.

Enjoy: The 'enjoyment' of history at St Andrew's is shown through our learner's enthusiasm for learning new knowledge and opportunity to partake in practical activities, which allow them to develop their skills. The enrichment of the curriculum brings history alive in stimulating ways, and trips and experiences immerse and inspire our learners, to promote discussion about the past.

CURRICULUM CONTENT & DELIVERY

At St. Andrew's, history is taught through units of work that cover periods of British history in a chronological order throughout the school (up to 1066) and Ancient world civilisations: Ancient Egypt, The Maya and Ancient Greece. Our curriculum provides repeated encounters of substantive historical concepts: community and culture, economy, exploration and migration, society, and conflict and peace. The periods studied and key skills are informed by the National Curriculum for History. Children develop disciplinary skills in six main strands: chronological understanding, recognising cause and consequence, exploring significance, interpreting sources and evidence, recognising key changes and continuity and making comparisons, focusing on similarity and difference. They also develop an understanding on how to organise and communicate historical information and analysis.

History is taught through units of work in the equivalent of 45 minute lessons, over 14 hours throughout the year, so that children achieve depth in their learning. Elements of history are also taught within our History Curriculum too.

For each unit, we have identified the key knowledge, skills and vocabulary which will be covered, building on prior learning and making links between units. Teachers carefully plan these units through a wide range of resources, creating their own series of engaging lessons.

Units are designed around the period/topic to be taught and delivered in an immersive and cross-curricular way so that children are using their knowledge when writing, as well as in history specific lessons. History lessons are taught through a learning objective centred around one of the key skills under the main strands stated above and also with links to substantive knowledge. Symbols are used within planning and shared with children so it is clear where objectives and knowledge are taught and revisited, knowledge organisers are also devised to show key learning in each area. Children are given the opportunity to independently build on one of the key skills of being a historian and developing their own understanding through taking part in a practical, written or verbal activity.

Units of work are regularly monitored to ensure that the appropriate skills and knowledge are being demonstrated. Skills will be assessed during lessons and at the end of a unit of learning through children's responses and engagement, written or aural.

EQUALITY FOR ALL

At St. Andrew's, our History Curriculum is shaped by our school vision which enables all children, regardless of social class, gender, culture, race, disability or learning difficulties, to be provided with the same learning opportunities. Where children have special educational or additional learning needs, teaching is scaffolded and targeted to address misconceptions and learning gaps during lessons. When children are working at greater depth, opportunities for development are provided for challenges.

CURRICULUM ENRICHMENT

Most history topics are enriched by a school trip or visitor in order to bring the 'history to life' and for children to handle or see real artefacts from the time period.

We also seek to build on children's historical experiences through many aspects of school life, including through: collective worship; extra-curricular activities; and significant national events, occasions and celebrations. In this way we hope that children will appreciate history has shaped the world we live in today.

History is also taught in a cross-curricular way to allow pupils to intertwine their knowledge into their writing in English and demonstrate their understanding expressively through art, drama, role play, design technology and significant scientific discoveries and advancements. Discussion and questioning allow children to practise speaking and listening skills and engage in debate. Children also explicitly use maths skills to enhance their understanding of chronology when studying timelines, scale, intervals and periods of time.

HISTORY CURRICULUM IMPACT

The measure of this impact is to ensure that children at St. Andrew's are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have developed a passion for learning about history, therefore encouraging them to undertake new life experiences now and in the future. Children will revisit substantive historical concepts more than once during their time at St Andrew's building up a good core knowledge about themes that will enhance their learning about history in the future as well as other humanities and other social sciences. Children will be able to reflect on the past and how that has shaped communities today.

The effectiveness of the History Curriculum is regularly monitored to ensure that the appropriate skills and knowledge are being demonstrated through book scrutiny, lesson visits, interviews with children and staff questionnaires.

Skills will be assessed both formatively: during lessons through discussion, questioning and written work and summatively: end-of-unit assessments or professional judgements of progress against the key disciplinary skills outlined in the history curriculum. Teachers use level descriptors to make a levelled judgement on a child's ability and skills.