

History

'Inspiring children's curiosity to know more about the past.'

At Sacred Heart History lessons deepen the children's understanding of Britain's past and that of the wider world, which recognises how the world has developed socially and economically over time.

We believe that History can inspire a curiosity to know more about the past, through equipping the children with the skills to ask perceptive questions, think critically and weigh evidence.

We believe that primary history helps children to:

- know and understand the history of Britain and the wider world as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world

Our History Curriculum has been developed based to ensure a full coverage of the History Programme of Study detailed in the National Curriculum 2014 (see below for documentation).

Our curriculum is designed to teach history as a means of inspiring curiosity to know more about the past.

The curriculum consists of a body of knowledge which attempts to provide an understanding of the past and an appreciation of the complexity of people's lives, as well as their own identity and the challenges of their time.

It also involves a number of skills and processes by which this knowledge is achieved and applied. The history curriculum has been developed around the premise children will be able to:

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

Our curriculum enables children to learn historical knowledge and develop inquiry skills, which inspires a curiosity about the world and its past. Pupils will learn about the history of Britain and the wider world, and how people and events have shaped the world over time.

Our history teaching enables pupils to:

- have a coherent, chronological narrative of history from the earliest times to the present
- understand how people's lives have shaped the nation
- understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- use historical sources to lead enquires and discussion about the past
- draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

In EYFS, pupils develop their understanding of the world, people, culture and communities the planning and teaching of 'Understanding the World'. The children are provided with a careful balance of teacher-led and pupil-initiated learning opportunities that allow them to:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In Key Stages 1 and 2, history lessons are taught in discrete lessons, which have been carefully planned to allow pupils to make connections with prior learning and new learning. Pupils explore key aspects of learning before embarking on historical enquires, which draw conclusions about the impact of people and events on the history of Britain and the wider world.

Our expectation is that the majority of children will move through the programmes of study at broadly the same pace with learning always starting from the children's prior knowledge and any misconceptions that they may have. From this, units of work can be personalised to the needs of the children.

Pupils learning is further extended with linked trips.

Impact

All pupils at Sacred Heart will perform highly at the end of their key stage for History:

- Early Learning Goal – Understanding of the World
- Key Stage 1 Outcomes
- Key Stage 2 Outcomes

End of academic year results 2022 KS1: 71% of children were working at the expected, or above level (30%) in History.

End of academic year results 2022 KS2: 81% of children were working at the expected, or above level (8%) in History.

Pupils at Sacred Heart will be confident at creating a timeline of the significant people and events in history, sequencing events, leading historical enquires and drawing conclusions about the impact people and events had on shaping the nation.

Studying history will enable our pupils to gain an understanding of the past and an appreciation of the complexity of people's lives, as well as their own identity and the challenges of their time.

If you were to walk into lessons at Sacred Heart, you would see:

- A wide range of historical enquiry being used to engage pupils and provide greater knowledge and understanding of the topic being studied. The lessons draw upon a combination of knowledge and skills needed so that pupils can use their prior knowledge and understanding to help them further their learning.
- The correct vocabulary being used and developed – pupils have vocabulary available to them through displays, word mats and PowerPoints. Pupils are encouraged to refer back to the key terminology and become increasingly independent in using and applying the correct terminology to demonstrate their understanding of a topic.
- The pupils speaking, listening, reading and writing skills being developed to enable them to become clear, effective communicators around their scientific knowledge, understanding and skills.

Pupil Voice

Year 1/2:

- We know who Guy Fawkes is.
- We have learnt about important Kings and Queens.

- During our explorer's topic we learnt about things that have changed the world.
- We have been challenged to put dates in order on a timeline.

Year 3/4:

- We can really find out about the past.
- I enjoy that we learn through English too, like The Stone Age Boy.
- I have been able to develop how I look at historical sources and use these to learn about the past.
- I find looking at photographs from the past really interesting.

Year 5/6

- I enjoy learning about things that have happened in the past.
- Our WW1 trip to Lincolnsfield put our learning into perspective.
- We made our Anderson/Morrison shelters during our WWII day.
- There was a life before us and we're able to hear all about it and compare it with our lives.

Main Focus for Geography in 2022 to 2023

- Develop a progression map of skills and vocabulary to support teachers with teaching and learning and to ensure that children can make good progress across all year groups.
- Identify themed days for each year group.
- Continue to monitor the teaching and learning of geography across the school.
- Develop an end of year assessment to formally measure progress of pupils in history.