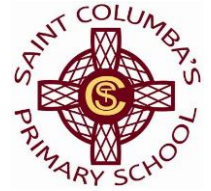




## History at St Columba's Catholic Primary



### **Intent**

At St Columba's, we aim to provide a high-quality history education so that our children gain a coherent knowledge and understanding of the past. We strive to cultivate an interest within our children about how Britain and the wider world has changed over time. It is important that the children develop a sense of identity and a cultural understanding based on the local history of the North East, as well as that of the wider world.

In teaching children how to understand the events of the past, we aim to deliver an enquiry based curriculum. In doing so, we encourage children to ask perceptive questions, think critically, examine historical evidence and develop their individual judgements.

*Our aim, within our History curriculum, is for all children at St Columba's to:*

- Develop a knowledge and understanding of the past through an enquiry-based approach.
- Have an appreciation of their own identity through our local history and cultural heritage.
- Explore achievement in our own and other cultures over time, including the diversity of societies and relationships between different groups.
- Understand the complexity of people's lives, the process of change and the challenges that have been faced.

### **Implementation**

At St Columba's we teach History as a blocked unit, once a term. This is offset with blocked units for Geography, Art and Design, Design and Technology. Our rationale for this is to allow children to engage fully with a subject or topic over a concentrated block of time. Our designated History lessons are reserved for teaching appropriate historical skill. However, we strongly believe that our children learn best when they become immersed in a topic, so we make cross curricular links in lessons such as English or Art and Design, where appropriate. Recommended fiction and non-fiction books are included in our planning to promote reading across the wider curriculum.

We have developed an enquiry based curriculum for History. Each historical study has an overarching question and each planned lesson has a focussed question which is designed to be answered within a session. Our lesson sequences build to an assessment task which allows children to demonstrate the knowledge they have acquired through the historical study.

Individual teachers plan their lessons creatively, using the lesson sequences and lines of enquiry outlined on each topic's knowledge organiser. These knowledge organisers have been developed using the National Curriculum and Bishop Bewick Catholic Education Trust. Our historical studies are clearly sequenced for progression and incorporate the key knowledge children need to obtain. Each study starts with a lesson on chronology, that looks back and consolidates children's awareness of periods of time within history, before extending and adding to this. Building on higher order, subject specific vocabulary has been a focus when developing our knowledge organisers and lesson sequences.

We have taken into consideration our children's backgrounds and experiences as well as our own local resources. In doing so, we hope to make tangible links so that our children can engage fully with a historical study and create a relevant learning experience. This is achieved through making local links with a variety of settings that enhance children's curiosity through first hand experiences (trips and visitors) and delivering a diverse curriculum, full of opportunities to learn about the development of social justice.

*Our curriculum at St Columba's is structured in the following way:*

- In EYFS, our children develop a curiosity and enthusiasm for learning about the wider world and aim to secure an understanding of historical language and vocabulary. These foundations prepare them for the KS1 curriculum.
- In KS1, pupils learn about the past through studies of significant individuals, changes within living memory and significant events beyond living memory. In Year 1, children complete their first historical study by learning about 'Homes and Houses' which is a transitional unit aimed at developing initial skills from EYFS and preparing them for the wider KS1 curriculum.
- In KS2 pupils learn about British, local and world history to help pupils understand the development and complexity of specific aspects of the history curriculum. In Year 6, consideration has been given to preparing children for the KS3 curriculum by introducing them to the concepts of the Holocaust, Church, state, society etc. Shorter 'social justice' units in UKS2 help with wider curriculum opportunities and develop an awareness of difference and significance in preparation for the next step of their historical learning.
- Across KS1 and KS2, when focusing on a specific time period, lessons are structured in the same sequential order, allowing pupils to develop given skills from Year 1 to Year 6. These are: chronology, cause and consequence, society, evidence and legacy. Therefore, the structure of each historical study is: daily life, culture, beliefs and religion, technology, key individuals and legacy.
- Social justice or broader historical studies follow a structure of cause and consequence, society, evidence and legacy.

### **Impact**

History at St Columba's is planned to deliver progression through an enquiry-based approach enabling the children to investigate the past. History studies build sequentially on the children's understanding of key history skills. The curriculum offers a range of chronological periods and geographical perspectives to enable children to have both a good understanding of their local history whilst also developing knowledge of a wider global picture. All children at St. Columba's receive a broad and balanced curriculum regardless of year group or ability (including SEND and more-able pupils).

Throughout our EYFS, KS1 and KS2 curriculum, our children will:

- develop an enthusiasm for learning about the past
- secure an understanding of chronology
- know the importance of cause and consequence
- by the end of KS2, acquire the range of historical skills needed to explore History at KS3
- discuss History in terms of significance, difference and be able to analyse trends
- ask historically-valid and perceptive questions
- know how evidence is used to interpret the past

- understand aspects of how Britain, the wider world and their local area has been influenced and shaped
- gain and use historically grounded vocabulary

*At St Columba's our evidence is collected through:*

- Our 'humanities' exercise books which are kept individually by class teachers in KS1 and KS2
- SeeSaw – our online learning platform
- Pupil voice – discussions and feedback from our pupils
- Pictures and video clips – kept on our school shared drive/class iPads
- Assessed knowledge organisers within exercise books showing children's attainment
- Insight tracker to monitor pupil's attainment and progress over time
- Discussion with staff and governors to challenge and review our curriculum