

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

History at Our Lady's



'have life and have it to the full'

Intent

At Our Lady's Primary School, we believe that history is an integral part of a wide and diverse curriculum. In our history lessons, we try to inspire curiosity about how the past influences the present, what past societies were like and how these societies organised their politics, their beliefs and cultures. Rooted in our Catholic ethos, we encourage pupils to explore the past with wonder and curiosity.

At Our Lady's Primary School, our intent for all pupils is to:

- Foster an enthusiasm and curiosity about history and learning about the past.
- Provide a high-quality, broad, and balanced history curriculum in line with the National Curriculum.
- To produce opportunities for the children to develop historical skills of enquiry and investigation to allow them to make inferences and draw conclusions about the past.
- For pupils to develop a knowledge of chronology and understanding of how the past was different from the present.

Implementation

At Our Lady's Primary School history is blocked with pupils having at least three enquiry questions to investigate over an academic year.

Our History curriculum is taught:

- Through a carefully sequenced curriculum map so that children will build upon their learning from prior year groups therefore developing depth and breadth of understanding and skills.
- To support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons including through knowledge organisers.
- By ensuring key vocabulary is identified, taught and revisited. Vocabulary is supported through displays, knowledge organisers, modelling and discussion.
- By planning lessons that help develop substantive knowledge 'what' and disciplinary knowledge 'how; such as examining sources, sequencing events, considering the impact and significance of people and places.
- Through effective use of artefacts, educational visits and visitors that are planned to enrich and provide first-hand learning experiences for pupils.
- Evidence of pupil work is recorded in pupils red topic books (KS1 and KS2) and where appropriate on SeeSaw.



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In accordance with the National Curriculum and the Early Years Foundation Stage statutory framework, the children will learn:

During Early Years Foundation Stage (EYFS) pupils:

During the Foundation stage, the children are given the opportunity to find out about the past and present. In the Foundation stage history makes a significant contribution to developing a child's 'understanding of the world' through activities such as learning about their family tree, discussing how Christmas was celebrated in the past, and what the seaside looked like in the past compared to today.

Key stage 1:

During key stage 1 pupils are taught to:

- use common words and phrases relating to the passing of time
- identify similarities and differences between ways of life in different periods. C
- ask and answer questions
- use sources
- understand some of the ways in which we find out about the past

During Key Stage 1 pupils are taught about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality.

Key stage 2: During key stage 2 pupils are taught to:

- chronology
- identify connections and differences
- develop the appropriate use of historical terms
- Select and organise relevant historical information to communicate informed responses to enquiry questions.
- how our knowledge of the past is constructed from a range of sources.



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During Key Stage 2 pupils are taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations

Inclusion and Adaptive Teaching

We are committed to ensuring all pupils access a broad and rich history curriculum.

Adaptive teaching strategies include::

- use of visual support including widgets
- range of methods for recording learning including use ICT e.g. Clicker and SeeSaw
- pre-teaching and reinforcement of key vocabulary
- chunked instructions and structured support
- scaffolds e.g. word banks

Assessment, Feedback and Marking

History at Our Lady's is assessed through:

- formative assessment through questioning, observation and discussion
- purple pen questions at the end of lessons
- retrieval activities
- end of topic assessments including quizzes
- Teacher judgements are entered onto Insight termly.

Marking of history books should be completed in line with the Our Lady's Feedback and Marking policy. It is essential that all marking picks up and addresses any misconceptions.



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Impact

Pupils at Our Lady's understand the value of learning about the past. They recognise similarities and differences between the present and the past. They develop a curiosity, understanding and skills to think 'like a historian' over time.