



HISTORY

HISTORY CURRICULUM - INTENT

School Vision:

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, carers, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit. We work as a team, in partnership with all members of the school community, to offer a high quality, stimulating, safe and innovative learning environment which values and supports all children to achieve their potential. We nurture children who understand and are able to adapt positively as active citizens, to the diverse world in which they live, both now and in the future and grow as people. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum. A curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

Subject Curriculum Vision:

In history, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. In order to ensure that this knowledge is deeply embedded, common themes (eg. religion, the role of women, etc) will weave through the key stages in order to allow children to revisit and compare previously studied eras with those they are currently studying. This will give our children the opportunity to become fluent and confident in their historical knowledge, and to develop a wider picture of Britain and the world over time.

Additionally, we will teach children a sense of chronology, and through this develop a deep sense of identity, and an awareness of the challenges of the past and present day.

Through the teaching of history, we aim to empower and enrich our children's vocabulary, and so prepare them for the next stage in their educational journey. As a result of this, we ensure that no child is hindered or held back by a deficit of language as a result of deprivation. We want them to be able to articulate themselves and their learning through a wide-bank of historical vocabulary, as well as being able to ask questions, think critically, weigh evidence and develop perspective and judgement.

We aim to inspire our children to become passionate historians who understand the complexity of different people's lives, the process of change, the diversity of societies, and the relationship between different groups.

Our Curriculum for our Context:

St. Mary's Church of England Academy is situated in Walkley which is a suburb in the north west of Sheffield. The school dates back to 1865. The area consists mainly of Victorian fronted houses & has a high student population as it near to Sheffield University. St Mary's converted to becoming an academy sponsored by the local diocese in 2014 & which became DSAT (the Diocese of Sheffield Academy Trust). Whilst it has capacity for 210 pupils, the school is a smaller than average school with 173 pupils on roll aged 4-11 years.

Mobility is much higher than average & is often due to children having parents who study at the university. This can obviously prove challenging. The school is in the top 20% of schools for the proportion of EAL with a well above average proportion of the school community is from a range of minority ethnic backgrounds & speaking English as an additional language from 11 out of 17 possible ethnic groups. In addition, pupils who need support for their special educational needs and / or disabilities is about average & the number of children who are eligible for the pupil premium is above national figures.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental

wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

HISTORY CURRICULUM - IMPLEMENTATION

The overarching aim for history in the National Curriculum is to equip pupils with the ability to think critically, ask questions, weight evidence and develop perspective and judgement. In addition to this, pupils should develop a comprehensive overview of British and world history, and use this knowledge to understand the challenges people have faced throughout history.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- 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 History – key stages 1 and 2
- 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.

| Learning Experience | Resources | Links with other Subject Areas |
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| <p>What is the breadth of experience provided for our children?</p> | <p>What resources are used to support the teaching & learning of this subject?</p> | <p>What links are made between this & other subject areas?</p> |
| <ul style="list-style-type: none"> • Quality First teaching: variety of teaching styles, varied stimulus, • Quality Resources: Books, texts, online resources & programmes • Visits: places of historical significance and museums • Visitors: history workshops (eg. 'the History Van') • Experiences: | <ul style="list-style-type: none"> • A wide variety of books (fiction and non-fiction) • Artefacts • Photos of primary sources • Topic related texts • Online databases and archives • Published schemes (Cornerstones and the Historical Association) • Self & peer assessment materials | <p>Links are made with other subject areas wherever possible & history skills are often taught via other subject areas. English, art, geography, DT, computing are often taught using a historical context.</p> |

Planning & Sequencing of Knowledge & Skills

How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See Appendices attached.

HISTORY CURRICULUM - IMPACT

| Assessment | Monitoring & Evaluation | Long Term Memory |
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| How is this subject assessed? | How do we know we have been successful? | How does this subject impact on long term memory? |
| <ul style="list-style-type: none"> • Teacher assessment • Marking • Self and peer assessment | <ul style="list-style-type: none"> • Lesson observations • Results / Data Analysis • Work scrutiny • Discussions • Timetables • In school moderation • Staff and pupil questionnaires | <ul style="list-style-type: none"> • Revision & recapping • Success Criteria • Feedback / reflection from marking • Repeated recall • Curriculum Mats • Links & connections with other subject areas plus old & new knowledge • Learning Journals • Quizzes • Discussion |
| Readiness for Next Stage of Education | Promotion of Social Mobility | Promotion of British Values & SMSC |
| How does this subject prepare our children for the next stage of their educational journey at secondary school & beyond? | How does this subject promote social mobility? | How does this subject promote British Values & SMSC? |
| <p>We endeavour to ensure that the sequence of content enables our children to progress whilst they are with us, but also to provide the building blocks necessary to develop further at secondary school & their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience & character.</p> | <p>Our aim is that no child is disadvantaged by their background situation & that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost</p> | <p>Through our rich & varied curriculum, we ensure that our children are well equipped for life in modern Britain &, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility & Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &, as a result, pupils thrive – enjoying their lives, learning & want to make a difference for others.</p> |

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| | general as well as subject specific vocabulary. | |
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Appendices - Planning & Sequencing of Knowledge & Skills

How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

Progression in History at St Mary's Academy

| | FS1 and FS2 | Y1 | Y2 | Y3/4 | Y5/6 |
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| <p>HISTORICAL ENQUIRY</p> <p>To investigate the past using a wide range of historical sources.</p> | <ul style="list-style-type: none"> To answer 'how' and 'why' questions about their experiences and in response to stories or events. To sort artefacts (primary sources) into 'then' and 'now' | <ul style="list-style-type: none"> Observe or handle primary and secondary sources (artefacts, pictures, stories and databases) in order to ask questions and find answers about the past. | <ul style="list-style-type: none"> Observe or handle primary and secondary sources (artefacts, pictures, stories and databases) in order to ask questions and find answers about the past. To identify and discuss the different ways in which 'history' is represented. | <ul style="list-style-type: none"> Use and evaluate a range of primary and secondary historical sources (including ICT) to ask questions and find answers to questions about the past. Select suitable sources of evidence, giving reasons for choices Use sources of evidence to deduce information about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. | <ul style="list-style-type: none"> Use and evaluate historical sources (including ICT) to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. |
| <p>HISTORICAL INTERPRETATION</p> <p>To interpret the past using a wide-range of historical sources</p> | | <ul style="list-style-type: none"> Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, and drawing. | <ul style="list-style-type: none"> Compare sources that depict people or events in the past, to identify differences in the ways of life. | <ul style="list-style-type: none"> Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes. | <ul style="list-style-type: none"> Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. Identify and describe reasons for and results of historical events, |

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| | | <ul style="list-style-type: none"> Use stories to distinguish between fact and fiction. | | <ul style="list-style-type: none"> Identify different ways in which the past is represented and interpreted. | <p>situations and changes within and across different periods.</p> <ul style="list-style-type: none"> Show some understanding that aspects of the past have been represented and interpreted in different ways. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. |
| <p>HISTORICAL KNOWLEDGE</p> <p>To build an overview of what life was like during the time-periods studied</p> | | <ul style="list-style-type: none"> Describe historical events and significant people from the past. | <ul style="list-style-type: none"> Describe historical events and significant people from the past. Recognise that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of the time-period being studied. Describe the characteristic features of the time-period being studied, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad over-view of historical periods studied so far. Make comparisons between the time-period currently being studied and time-periods previously studied. | <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of the time period studied. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad over-view of historical periods studied so far. Compare two different time-periods and use evidence to support and explain why a social and/or cultural change took place. |
| <p>CHRONOLOGY</p> <p>To understand chronology</p> | <ul style="list-style-type: none"> They use past, present and future forms accurately when talking about | <ul style="list-style-type: none"> Place events and artefacts in order on a time line. | <ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. | <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. | <ul style="list-style-type: none"> Place current study on a timeline in relation to other studies, to |

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| | <p>events that have happened or are to happen in the future.</p> | <ul style="list-style-type: none"> Recount changes that have occurred in their own lives. | <ul style="list-style-type: none"> Use dates where appropriate. | <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. | <p>sequence up to 10 events.</p> <ul style="list-style-type: none"> Use relevant dates and terms related to the passing of time. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. |
| <p>VOCABULARY & COMMUNICATION</p> <p>To communicate effectively using appropriate historical vocabulary</p> | <ul style="list-style-type: none"> They develop their own narratives and explanations by connecting ideas or events. Can use pictures and photographs showing familiar events, objects and activities and can talk about them. Children talk about past and present events in their own lives and in the lives of family members. | <p>Chronology: a long time ago, recently, when my parents/carers were children, years, past, presents.</p> <p>History enquiry: artefacts, archaeologist</p> <p>Dinosaur Planet:</p> <ul style="list-style-type: none"> Prehistoric, discovery, archaeologist, artefacts, explorer | <p>Chronology: decade, century, time-period, dates</p> <p>Historical enquiry and interpretation: Primary source, secondary source, artefacts, archaeology, archaeologist</p> <p>Topic specific:</p> <p>Towers, Tunnels and Turrets:</p> <p>-king/queen, peasant, court, church, Christianity, nation, monarchy, parliament</p> | <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Chronology: era, chronology, century (eg. 17th century, 18th century and so on), AD, BC</p> <p>Historical enquiry and interpretation: Primary evidence, secondary evidence, reliable, unreliable</p> <p>Topic specific:</p> <p>Y3 Gods and Mortals: Gods/goddesses, ancient civilisation, myths, legends</p> <p>Y4 I am a Warrior! : colony, conquest, empire, emperor, democracy, invasion, calendar, slave</p> | <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Chronology: continuity, change, legacy, causation</p> <p>Historical enquiry and interpretation: significance, interpretation, biased, unbiased</p> <p>Y5 Pharaohs! :</p> |

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| | | | | Traders and Raiders: Settler, heresy, immigrant, migration, monastery, sacrifice, oral history | Peasants, Princes and Pestilence: aristocracy Off with her head! : Pope, torture, traitor, treason Y6 Revolution: Revolt, republic, rebellion |
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