

Subject on a page

History

At Grace Mary Primary, we believe that studying history helps children to understand their place in the world, and in the long story of human development. It challenges them to make sense of the similarities and differences in human experiences across time and place.

INTENT

-We aim to...



Inspire curiosity and a lifelong interest in the past.



Develop secure knowledge of significant people, events and periods in local, British and world history..



Secure chronological understanding and the ability to make connections across periods of history.



Develop disciplinary thinking through the use of evidence, enquiry and historical interpretation.



Build a rich and ambitious historical vocabulary and enable pupils to communicate as historians.



Encourage critical thinking through the study of cause and consequence, change and continuity, similarity and difference, significance and interpretation.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, and build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KSI/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Disciplinary Knowledge

The ways historians investigate, interpret and construct accounts of the past.

Pupils regularly engage with the key disciplinary concepts of:
Chronology, Cause and consequence, Change and continuity, Similarity and difference, Historical significance, Interpretation, Evidence and enquiry

Concepts

Concepts lend coherence to our curriculum. Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar. Pupils have repeated encounters with a wide range of important concepts in a number of different contexts.

IMPLEMENTATION

(continued)

Work booklets

From Year 2 to Year 6, history is delivered through carefully designed workbooks.
Workbooks support learning by:

- Providing a coherent and well-sequenced curriculum.
- Supporting regular retrieval of previously taught knowledge.
- Developing pupils' disciplinary thinking and historical understanding.
 - Providing access to ambitious historical reading.
 - Promoting discussion, analysis and extended writing.
- Ensuring all pupils engage with challenging and meaningful content.

We believe pupils demonstrate historical understanding most effectively through discussion, explanation and writing. Opportunities for meaningful oral and written outcomes are therefore embedded throughout the curriculum, including extended historical writing where appropriate.

Assessment

Assessment is used to identify what pupils know, remember and can apply

Formative-

Teachers use ongoing assessment to:

Identify gaps and misconceptions.

Check understanding during lessons.

Inform future teaching.

Adapt instruction in response to pupil understanding.

Summative

- EYFS to Year 6 pupil book studies conducted by the history leader and phase leaders.

End-of-unit quizzes assessing both substantive and disciplinary knowledge.

Extended historical writing opportunities from Year 2 to Year 6.

Pupil voice activities.

Curriculum monitoring activities.

Assessment information is used to evaluate curriculum effectiveness and inform future planning.

IMPACT

-How will we know we have achieved our aims?



Children demonstrate secure knowledge of significant people, events and periods in local, British and world history.



Children understand chronology and make connections across different historical periods.



Children use historical vocabulary accurately and communicate their understanding effectively.



Children apply historical enquiry skills to investigate, interpret and evaluate historical evidence.



Children think critically about cause and consequence, change and continuity, significance and interpretation.



Children show curiosity about the past and understand how history shapes the modern world.