History at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

At St Gregory's, History has become a key subject within the curriculum with our Historical topics driving the learning in English and many of our Foundation subjects. We have structured our curriculum, particularly in Key Stage 2 to follow the chronological timeline of key civilisations. We aim to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Through carefully planned lessons our children are educated to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our History curriculum aims to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In keeping with the rest of the curriculum at our school, the learning our children undertake in History enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience a History curriculum which is **meaningful, motivating and memorable**
- 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
- 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.

Curriculum Design

At St Gregory's we follow Rising Stars for History. Through careful design and mapping of the aims and objectives of the National Curriculum for History, we have ensured our curriculum is sequenced so as to enable current learning to be founded upon prior development of relevant knowledge, skills and understanding. It has also been created so as to maximise cross-curricular links with other subject areas in order to make our children's learning as meaningful as possible within exciting, relevant topics. The People and Communities curriculum in EYFS helps to begin this process, laying strong, relevant foundations for the National Curriculum aims. Art, Design & Technology, Literacy, Dance, Computing and Drama all have strong links with our History curriculum to keep activities engaging.

Informed by stakeholder voice, the curriculum for History is tailored to suit the specific needs and interests of the children at St Gregory's, developing knowledge, skills and understanding that fulfil but also embellish the National Curriculum requirements. Amongst other things, this is done in the following ways: we subscribe to the Lancashire Museum Service in order to give our children first hand experience of sources and artefacts from the relevant time periods being studied. We also undertake trips into the local community to understand how the nature of the area has changed over time.

Enrichment

We enrich the History curriculum in a number of ways:

- History days, such as Greek Day, Stone Age day, in which the children dress up in the dress of the relevant time period and spend the day undertaking a variety of activities linked to the period of study.
- Visitors from the local area who have links to the topics studied.
- Trips to places of Historical interest in the local community, such as Deepdale Football ground, Harris museum, Gawthorpe Hall, Clitheroe Castle.
- Mr Worrall re-enacts periods of History and introduces the children to artefacts and gives a deeper insight into how life would have been in the past.

Curriculum Coverage, Review and Assessment

The curriculum is reviewed annually, with developments based on monitoring conducted throughout the year. A whole-school curriculum map is in place which outlines relevant coverage of History, as well as individual maps for each year group. This has been meticulously planned out with clear progression within year groups, incorporating the EYFS expectations and National Curriculum programme of study.

Assessment opportunities have also been outlined for all key skills relevant to specific year groups in order to monitor progress across the school and ensure the sequencing of learning is progressive.

Provision For All

In keeping with our intention to enable all our children to flourish, the curriculum for History provides challenge for all groups of children, such as SEND, more able, pupil premium, EAL. This is done through a wide variety of differentiated approaches ranging from in-class support and targeted questioning to use of specific tools, tailored next steps marking and enrichment activities.

Implementation

Subject Knowledge and the Monitoring Cycle

At St Gregory's we endeavour to ensure that teacher and subject leader expertise is sufficient to successfully support the intentions of the History curriculum across the school. If in any rare instances this is not the case, then high-quality training (sharing best practice, visits to other leading schools, attending relevant courses) is put in place. The annual audit of History, as well as the on-going monitoring cycle, helps to identify any areas of development which may present themselves. These are then fed back into the School Improvement Plan with time allocated accordingly to rectify the situation. During this process, current resources are evaluated and updated so our children are provided with high-quality equipment which allows them to work practically and with increasing accuracy. Specific time is also allocated to History during Governors meetings, SLT meetings and staff meetings in order to, amongst other things, present situation reports, monitor books and planning and provide CPD training accordingly. The subject leader monitors annually in a wide range of ways, including: book looks, planning looks, lesson observations and pupil voice.

Planning and Progression

All planning outlines the knowledge, skills and understanding expected for each objective covered, as well as when opportunities to practice the Seven Skills of the Steward will take place and how to make the learning memorable, meaningful and motivating. This is consistent across KS1 and KS2 with EYFS incorporating the same elements but in a slightly different format. Children in EYFS are given a wide variety of opportunities to develop their knowledge and skills in adult-led and continuous provision. Vocabulary specific to History is planned into topics so as to be taught and used by children independently and with understanding.

Incorporating Stakeholders

Survey Monkey surveys are used to ascertain pupil voice at the start and end of topics in order to tailor the learning accordingly and formative assessment is used throughout the topic to inform immediate next steps as well as future learning. Parents are informed of their child's attainment in

History in end-of-year reports and are also encouraged to be involved in their child's learning, for example, during topic homework activities and end-of-topic showcases.

Impact

The curriculum in History has been created so the objectives are carried out within stimulating cross-curricular topics which link up children's learning from different areas in order to help them see the relevance of what they are doing, making their experiences meaningful and therefore motivating and ultimately memorable. To this end, we aim to enable our children to develop a love for their learning in History.

Story and narrative are central to our history teaching enabling the skills of sequence, causation and change to be explored. For younger children, in particular, they provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work.

Chronology is a core element of our History teaching, and the St Gregory's curriculum has been built around the timeline of Historical periods in Key Stage 2. This gives the children an excellent grounding in the progression of civilisations, and enables them to compare and contrast key aspects of their lives.

History teaching should cause pupils to ask "How do we know?" and follow an enquiry-based approach, in order to develop causation and critical thinking skills. Children are provided with experiences of working with a variety of different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Although history is strongly rooted in written and spoken language, computing plays a very important past in our curriculum. Children, particularly in KS2 are encouraged research and analyse information and all classes have interactive whiteboards with access to the Internet and opportunities to use laptops and I-pads. Pupils are encouraged to be imaginative when working with evidence while at the same time respecting it. They are given opportunities to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

Outcomes in History are assessed in relation to the National Curriculum descriptors during and at the end of topics, with summative levels being given at the end of each term. The subject leader analyses this data and feeds back successes and areas for development into the normal school improvement cycle, including feeding back to governors. Children's work is moderated internally, as well as externally through cluster subject leader sessions.

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