

St Oswald's Catholic Primary School

CURRICULUM OVERVIEW



History



'Living, Learning and Loving Together with Christ'

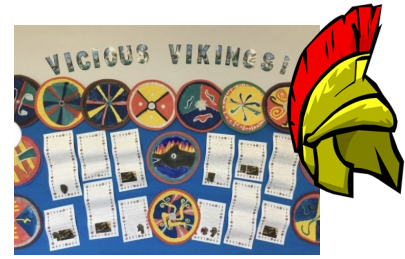
Subject Lead: Jen Gray

Deputy Lead: Sonya Mooney

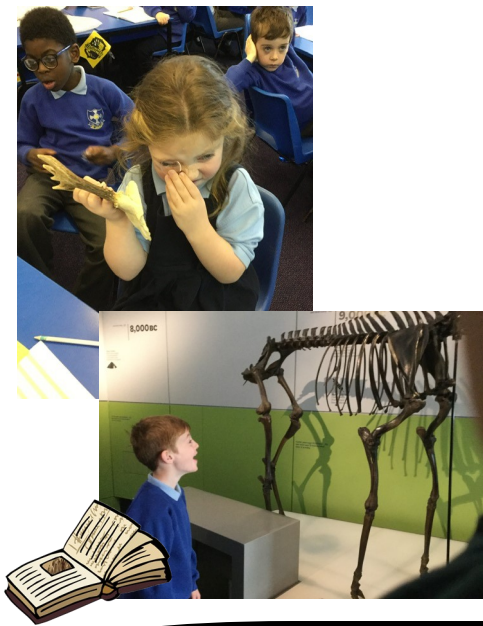


Overview

A high-quality history curriculum should promote an inquisitive nature in pupils and a desire to learn about and from the past. Historical knowledge and understanding gives children the building blocks of investigative learning that go onto shape their further learning .



Intent



At St Oswald's, it is our intention to provide a high-quality History curriculum to enable pupils to gain knowledge and understanding of Britain's past and that of the wider world. We strive to inspire pupils' curiosity, so they gain a coherent knowledge and understanding about the past, through a topic-based approach with hands-on experiences whenever possible. We aim to bring History 'to life' by immersing the children in realistic experiences both in school and on exciting educational visits. We intend to develop historical knowledge with a high focus on developing historical skills. Our aim is to equip pupils to ask perceptive questions, think critically, analyse evidence and develop their own informed judgements.

'History is who we are, and why we are the way we are.'

-David McCulloch

Through our varied teaching approaches, we enable pupils to understand that History is about real people who lived, and real events which happened in the past. We believe our pupils should be taught how Britain has influenced and been influenced by the wider world.

At St Oswald's, we believe History plays an essential role in determining how we live and work in our world today. History gives each of us a sense of identity. For these reasons, we endeavour to help pupils understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups in the challenging world we live in today.



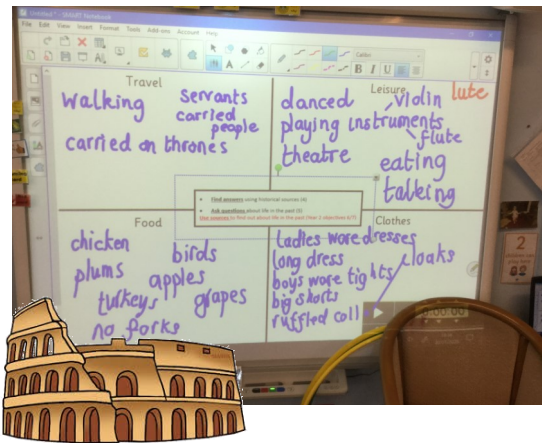
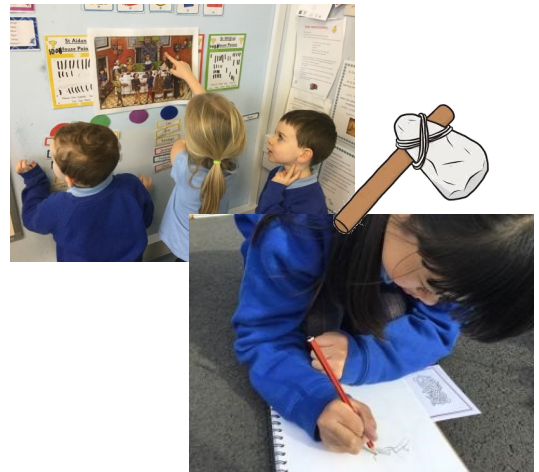
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Intent

By the end of KS2 we aim

- To provide a valid and stimulating History curriculum which instils curiosity about the past
- To develop a lively and questioning approach to History
- To enable children to develop a knowledge of chronology, so that they can organise their understanding of events from the past
- To equip children with historical knowledge which they can retrieve and communicate to show what they have learned about the past.

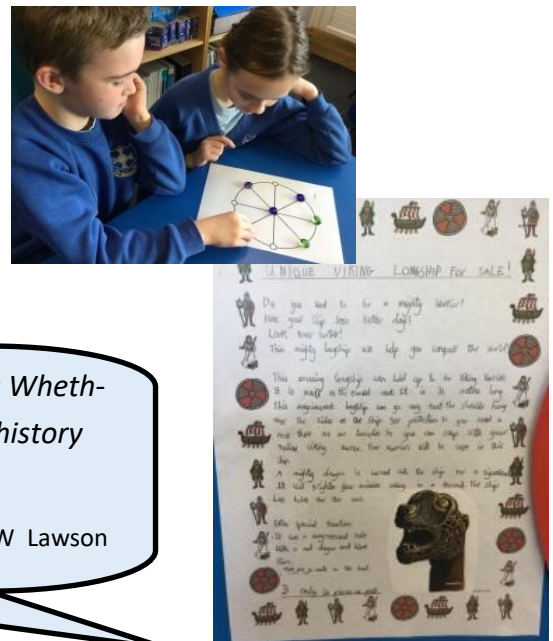


National Curriculum Requirements For History At KS1

During key stage 1 pupil should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions using stories and other sources to show they understand key events. In planning for progression KS1 teachers will introduce children to historical periods which are often studied in greater depth in KS2.

National Curriculum Requirements For History At KS2

All KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world History. They should continue to develop appropriate use of historical vocabulary. They should devise questions about change, cause, similarity and difference and they should use historical sources to construct informed responses.



'History is important. More than any other topic, it is about us Whether one deems our present society wondrous or awful or both, history reveals how we got to this point..'

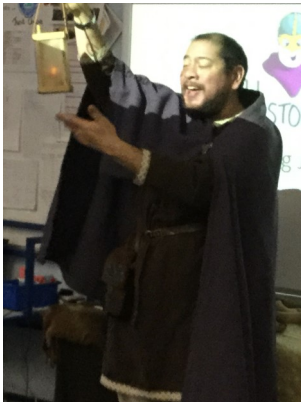
-James W Lawson



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Implementation



The History curriculum at St Oswald's uses the objectives from the National Curriculum as the basis for planning. Planning is chronological, progressive and begins with the basic skills which are applied in a range of contexts through challenging and inspiring topics. An enquiry based approach is used – with time set aside for discussions, debate and questions, thus developing independent learning and critical thinking. All topics start with a question 'what do you already know about (eg The AngloSaxons) and children share ideas, then they formulate questions about what they would like to learn. Children then contribute to answering the questions throughout the topic.

We maximize cross curricular links to other subjects whenever possible – and vibrant, stimulating displays are evidence of this. Timelines are displayed in each class, highlighting previous learning year on year, as well as helping children grasp the chronological passage of time.



'A people without knowledge of their past history, origin and culture is like a tree without roots.'

-Marcus Garvey



Early Years Foundation Stage

In Reception, history makes a significant contribution to developing a child's knowledge and understanding of the world. Children role-play and dress up in historical costumes, they look at pictures and hear stories of famous people in history. Pupils find out about past and present events in their own lives, and those of their parents and Grandparents. Reception children look at a range of toys old and new and That History Bloke brings many objects for the children to examine and describe from houses and homes in the past. History is an integral part of all child initiated and adult-led activities in EYFS and is evidenced on the children's



Key Stage 1

Children learn about famous people in the past and how they lived. They find out about significant men, women, children and events in recent times and more distant past, in Britain and in the wider world. They learn how the past was different to the present. Children listen to stories, role play characters, use information sources to answer questions. Other topics outline changes in living memory and significant events beyond living memory which are significant nationally or globally.



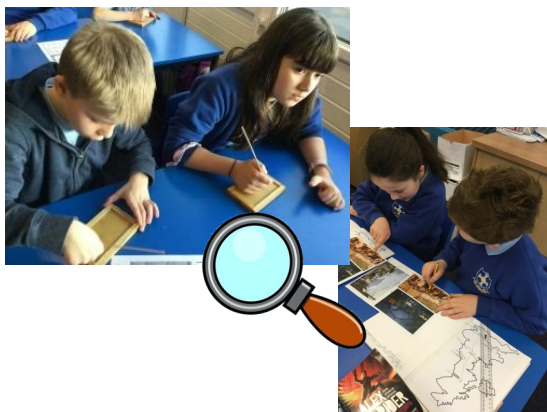
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Implementation

Key Stage 2

Children continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. Children will understand how our knowledge of the past is constructed from a range of sources.



At St Oswald's we have a long term plan with carefully planned year group units of work, covering the full range of skills.

Medium term plans ensure coverage of knowledge and subject specific skills. Individual lessons are planned to inspire, engage and challenge all pupils. Children experience enrichment experiences both in school (each year group spend a morning of role play and activities with That History Bloke within their classroom, based on their chosen topic). We encourage visitors into school, and visits out to enable children to gain first hand experiences to support learning. Each class produces a piece of extended writing to further develop their communication skills and apply writing skills linked directly to a history theme.

All History lessons are tailored to the needs of the children, activities are modelled and tasks are differentiated to include every child.



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Impact

Teachers assess children by making informal judgements against objectives. At the end of each unit, the teacher makes a summary judgement about each pupil's work in relation to the skills outlined in the National Curriculum. These are recorded in our schools assessment tracker for History, and form the basis for assessing the progress of each child.



On going assessment informs planning of lessons, activities and differentiation.

Standards of children's work through out school and of the quality of teaching, are monitored through lesson observations, thorough book scrutiny and also pupil interviews; then individual feedback is given and examples of good practice are shared. This is the responsibility of the Head Teacher and History Lead.

The History lead also has the role of supporting colleagues, being informed of current subject developments and providing strategic lead and direction for history in St Oswald's.

'If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.'

-Michael Crichton



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