

Sacred Heart Primary CVA



Our History



History is the study of the past, in particular the changes over time that have occurred within human society. Because history is so diverse, learning about different elements of our past makes for more rounded, well-versed individuals. From inspiring and uplifting, to devastating and immoral, the stories that define our past teach us about joy and suffering; in turn, children will learn to distinguish between right and wrong.

The Patron Saint
of history is:
Saint Francis of
Assisi

Our aim is for our curriculum to inspire pupils' curiosity to know more and remember more about the past, locally, nationally and globally. We want our pupils to have pride in the local area and feel a sense of togetherness.

Our carefully selected, progressive units of enquiry will be enhanced and enriched by tasks that enthuse and engage our learners using teaching techniques that are embedded across the school as well as field trips locally. We want to foster a love of learning about the past by offering a range of opportunities to explore different periods of time.

Implementation

[Link to the National Curriculum for history](#)

Our history curriculum is coherent, progressive and relevant and can be accessed by all pupils to develop the knowledge, skills and understanding in history by using a range of teaching a learning styles and strategies which are age and ability appropriate.

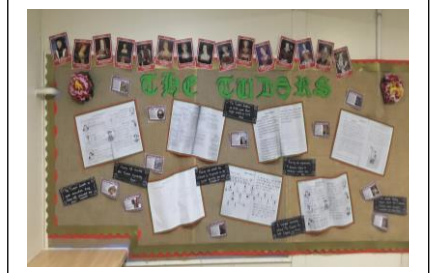
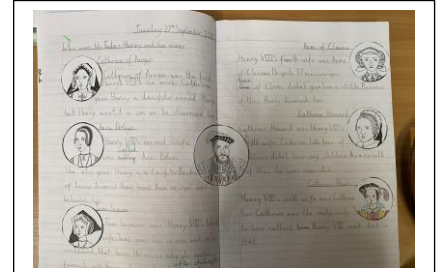
We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and we combine these with enquiry-based questions to focus each lesson. We encourage pupils to ask, answer and debate historical questions. We offer them the opportunity to use a variety resources and artefacts, and we enable them to use technology in history to present and research their learning. We believe that our pupils learn best when:

- ✓ They have access to, and are able to handle artefacts
- ✓ They go on visits to museums and places of interest in the local area and beyond
- ✓ They have immersive experience days with outside providers
- ✓ They have access to secondary sources such as books and photographs
- ✓ Visitors talk about personal experiences of the past
- ✓ They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- ✓ They use drama, role play areas and dance to act out historical events
- ✓ They are modelled how to independently use resources from the internet and videos
- ✓ They are able to use non-fiction books for research

	Advent	Lent	Pentecost
Year 1	Homes	History of Toys	History of Travel
Year 2	Grace Darling and Guy Faulks	Great Fire of London	Robin Hood and Nottingham Castle
Year 3	Technology – Changes on living memory	Stone Age	Ancient Egypt
Year 4	Mayans	Romans	Historical Use of Waterways
Year 5	Tudor and The Reformation	Anglo Saxons and Vikings	Ancient Greeks
Year 6	Nottingham Castle	Crime and Punishment	Industrial Revolution

Our curriculum is built upon our knowledge-rich curriculum and retrieval practice where the children are exposed to previous learning from units. At the end of the unit, the pupils add to this knowledge for ease of reference in the future. This encourages them to build on their knowledge from one year to the next. The pupils work travels with them through KS1 and then through KS2 so they always have reference points to previous learning.

EYFS History is taught in the Foundation Stage as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage Framework, we relate the historical aspects of the children's work to the objectives set out in the Development Matters document and Early Learning Goals which underpin the curriculum planning. History makes a significant contribution to the ELG objects of developing a child's understanding of the world.



Key Stages 1 and 2 During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

History is taught on a termly basis to allow pupils to continually access their historical knowledge from their long-term memory and embed their skills but also to achieve depth in their learning. To aid the retention of previous knowledge, our pupils' books travel with them throughout the school phases. Teachers have identified the target knowledge and skills of each unit and consideration has been given to ensure progression across topics throughout each year group across the school.

Assessment and Feedback

Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the Key Question, KQ by highlighting this green or orange.

Feedback is given to pupils in line with our feedback policy. This is often verbal and, in the moment, to enhance pupils' progression.

Written reports to parents and governors will occur annually.

Ideas to be historians at home:

- ✓ Take part in historical days; Stone Age Day, Roman/Tudor/Victorian experience days, Remembrance Day.
- ✓ Explore the local area of historical significance; National Trust sites, Creswell Craggs, Wollaton Hall, Galleries of Justice, Nottingham Castle

Useful websites:

<https://www.history.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/zkqmhyc>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

<https://www.bbc.co.uk/cbbc/shows/horrible-histories>

<https://www.teachingideas.co.uk/subjects/history>

<https://www.nhm.ac.uk/>

<https://www.historylearningsite.co.uk/>

We are committed to improving our History teaching, learning and curriculum, reviewing and learning from the previous year and latest research.

Our History development priorities are:

- ✓ Ensure that coverage is consistent across all year groups following unit plans
- ✓ Ensure consistent of the use of pre and post learn sheets and retrieval practice
- ✓ Develop an effective way of assessment of the progression in knowledge of the pupils in all phases.

Monitoring

The History leader and senior management are responsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- ✓ Updates the staff expectations document for history ensuring it is clear and concise.
- ✓ Planning – checking for coverage of knowledge, supports teachers via discussion of our whole-school progression map to adapt and make changes if necessary.
- ✓ Book audits and pupil voice.
- ✓ Reviews resource provision.
- ✓ Discusses regularly with the Headteacher, the progress implementing this policy within school.
- ✓ Curriculum link governor will also visit to see 'Our Curriculum' in action.