

# History

## **Intent** - What are we trying to achieve for our children in History?

At St Patrick's Catholic Primary School, we believe that the teaching of History is an essential element in the development of a child's understanding of the world and their place within it. It is also fundamental to the development of a child's identity, both within their own community and as a global citizen. The changing fortunes of our locality and of the wider area provide fantastic opportunities to understand change and societal development throughout time, as well as to study key decisions that were made and their impact upon the wider world.

Fundamentally, we aim to inspire children's curiosity to find out more about the past. Furthermore, our curriculum seeks to teach children to think critically and ask perceptive questions, to consider evidence and arguments, and to develop perspective and judgement. We believe that all History is important and meaningful and that our children should be exposed to not only British History, but also World History and our own Local Areas History.

We aim to teach skills that not only develop children into accomplished historians but are also transferable across the curriculum. This includes applying their learning to their own social, moral, ethical, cultural and spiritual development. The study of the past provides a model of good citizenship and helps children to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We have developed a thorough and ambitious curriculum that is built up term by term and year by year. This is designed to ensure that every pupil has the opportunity to make excellent progress, both academically and personally, and is given the chance to truly be the best that they can be.

## **Implementation** - How is the curriculum delivered?

At St Patrick's Catholic Primary School, our units are selected from the National Curriculum and cover an extensive programme of study based on Local, British and World History. The units are developed in such a way to link the past to the children's own lives and context within London and Britain. Each topic is taught in an exciting way in order to help knowledge 'stick'; this includes the use of artefacts, information books, guest speakers, themed 'in-day' and 'out-days' and educational visits. As well as developing sound historical understanding and knowledge, we place equal importance in the progressive development of historical skills.

Each topic is selected in order to develop children's understanding of how the knowledge they have acquired is related to them as individuals within their own local context. Both the knowledge and skills required for proficient understanding of the topic is carefully identified and then taught through engaging, immersive and creative lessons. During the entry point of each new unit, the children are asked to identify what they already know about it, as well as considering what they would like to find out. Teachers then use to develop a thorough and enquiry-based unit lead by the children's curiosity.

Our curriculum celebrates the diversity of the local community and we are passionate about promoting a culture which values a variety of ideas for the benefit of our pupils and the community we serve. Through our chosen topics, history is examined through different perspectives and lenses, including those that are particular to the personal experiences of our students. We also value inclusion and ensure that our pupils are given access to a wide pool of knowledge, skills and understanding whatever their background or ability level. Emphasis is placed upon the importance of discussion and promoting a rich vocabulary, through both modelling and scaffolding, to ensure that the curriculum is accessible to all. We aim to bring learning to life, both in the classroom and outside, we have also try to make full use of the local area and opportunities for outdoor learning.

**Impact** - What difference is the curriculum making? How do you know whether pupils know what you think they know?

At St Patrick's Catholic Primary School, children's results are monitored regularly in a variety of ways. Pupils are able to refer to the associated vocabulary for each topic using both their books and dedicated classroom displays. Formative assessment in the form of informal learning walks and book looks is used by the Leader to gain an insight into History teaching and learning throughout the school. In addition, the Leaders also conduct regular interviews with children from each class to monitor pupil voice; these interviews ensure that learning has been achieved sufficiently and can be recalled when prompted.

The class teacher also monitors the progress of each child during each topic using the cover pages in each child's book, and this is used as summative assessment at the end of the topic. These are monitored regularly by the Leaders to ensure consistency. By the end of each key stage most children are either working within or beyond the expected standard for their age in History.

At St Patrick's, we ensure our pupils leave with the skills and knowledge to become young historians. By their final year, the topics they have studied will have enhanced their knowledge of the history of Britain and the wider world; and granted them the skills of historical enquiry needed to interpret a range of sources and use them to make historical claims, make connections, analyse trends and discuss how and why contrasting views of the past have been constructed.

