



St James' Church of England Primary School

History



Our Christian Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at St James' Church of England Primary School. When planning and delivering lessons, teachers give attention to our Christian values of **Endurance, Forgiveness, Koinonia, Peace, Thankfulness** and **Trust** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading





The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading



Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

Aims

The national curriculum for history aims to ensure that all pupils:

-  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.

Key Stage 1

Pupils 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.






Pupils should be taught about:





-  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
-  events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
-  the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
-  significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.







Pupils should be taught about:

-  changes in Britain from the Stone Age to the Iron Age
-  the Roman Empire and its impact on Britain
-  Britain's settlement by Anglo-Saxons and Scots
-  the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
-  a local history study

-  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
-  the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
-  Ancient Greece – a study of Greek life and achievements and their influence on the western world
-  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Intent

The national curriculum states that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

-  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

By the end of a child's journey through their historical study at St James' Haslingden, they should be equipped with an inherent inquisitiveness about the past and how it has shaped the world we live in today. The children should know and understand high end historical vocabulary (such as primary and secondary sources and chronology) as well as key facts and skills that enable them to ask questions about the past to help them clearly understand what happened and how it impacted on the world at that time. Ultimately, allowing the children to ask questions about the past and learn from it in order to not repeat the mistakes of it.

Implementation

At St James' Haslingden, we have developed our history curriculum by using a triangulation approach to curriculum development and design.

This is done by: identifying key vocabulary that the children must know to access their topics; developing inquisitive and insightful questions that engage learner's natural questioning around topics and key fact and knowledge that the children will acquire as they go through their geographical journey within their topics.

We have identified key skills for each individual historical topic across all year groups. This has enabled teachers to really focus on how the children are going to obtain these skills within their topics.

Starting sessions with key questions enables the children to be engaged in their understanding of what they are being taught but also enables easier assessment of how the concepts have been taught and the understanding obtained in each session.

Identifying key vocabulary prior to teaching each topic allows for an easier transition of understanding acquired by the children. It also breaks down misconceptions about words and enables cross curricular opportunities for upskilling vocabulary across writing topics.

We have developed a scheme of work for each topic that enables staff to understand what they need to cover for knowledge, vocabulary and skills taught in their year groups.

Impact

The impact of what we have done has been positive for children, teachers and subject leadership.

Teachers understand clearly what they have to teach but also why they have to teach it. This allows for teachers who find history a difficult subject; to feel empowered and confident about their delivery. It also gives signposts for all in terms of resources available in school and out of school. This saves teacher time in terms of planning and preparation and impacts massively on their work life balance. Ultimately, allowing teachers to be more confident of their delivery of history.

Teachers know explicitly what needs to be taught in their topics and this also allows for teachers to be creative in how they would like to teach their topic but also allows for teachers new to the subject to feel safe about what they are delivering meets the standards required and helps them develop their own knowledge and understanding of their skills and vocabulary.

For the children, the first major impact we have seen is that they enjoy their history lessons. Through pupil conferencing, pupils can explain their key vocabulary being taught and can explain geographical concepts taught by using the knowledge and skills obtained through a historical topic.