

History at The Federation of Priddy and St. Lawrence's C of E Primary School

Rationale

We provide a high-quality history education to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. This inspires pupils' curiosity to know more about the past and the impact on present day. Teaching equips 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.

Knowledge Choice

Our children are taught both historical knowledge and historical skills/concepts which are carefully blended into all planning and teaching of the subject. When both aspects of history are carefully and thoroughly mixed in the appropriate balance, the discipline of the subject is strongly developed. Getting better at history requires children to develop their historical knowledge and historical processes (such as researching, communicating and understanding historical concepts of change, continuity, causation, consequence, similarity, difference and significance).

Progression in History involves developing skills and knowledge through:

The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable our children to reach the end of key stage outcomes outlined in the National Curriculum.

End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 Pupils should be taught:

- ❖ 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.

Key stage 2 Pupils should be taught:

- ❖ 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.

Intent

At Priddy at St. Lawrence's Federation, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our aim is to support children in building their understanding of chronology, making connections over periods of time and developing a chronologically-secure knowledge of History.

Our aim is to develop children's understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare children for their future learning in History, we introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

We use Kapow history scheme as our starting point which fulfils the statutory requirements set out in the aims of the current National Curriculum. From these aims, the following four strands have been identified as the key focal points: Disciplinary Concepts, Historical Enquiry and Substantive Concepts (KS2 only). The fourth strand, Chronological Awareness, stretches across all of the other strands and is the base for all of our learning in this subject.

Disciplinary Concepts are simply the way in which historians investigate the past and how they put together their historical understanding. Examples of these concepts include: Changes and Continuity, Similarities and Differences, Cause and Consequence, Historical Significance, Sources of Evidence and Historical Interpretation.

Substantive Concepts relate to the knowledge of the past and focus on different themes related to people, events and ideas such as Power, Invasion and Settlement, Civilisation, Tax and Trade, Beliefs and Achievements of Mankind.

Historical Enquiry relates to the skills that the children will learn and hone over their time at Priddy and St. Lawrence's and echoes the real-life methods that historians use to explore and build their understanding of history. Examples of these skills include posing historical questions, gathering and evaluating evidence and communicating their findings.

History at Priddy and St. Lawrence's follows a spiral curriculum so that children experience the key focal points often within the topics taught. Each time these concepts are revisited, there is more depth and greater complexity to the study. At each stage, the children's prior knowledge will be assessed and they will be encouraged to make links between their understanding and their new learning.

Impact

At Priddy and St. Lawrence's children will know more, empathise more and understand more about History. Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, Historical interpretation, Historical enquiry, organisation and communication. The majority of children will achieve age related expectations in History to provide a platform to explore historical concepts, to debate, discuss, be curious and inquisitive.

As a Historian leaving The Federation of Priddy and St. Lawrence's, every child will:

- ❖ 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.