



St Edmund's and St Thomas' Catholic Primary School

History Curriculum Statement

Subject Leader – Mrs Liz Devey

Intent

At St Edmunds and St Thomas', we want the children to be excited by their local environment and understand Liverpool's role in History. We want pupils to know the social history of their home city and to understand the diverse population that inhabit it.

Using this as a starting point - Our intent is for pupils to make immediate links that can then be compared to the wider world around them, for example learning about Liverpool as a port and the role it played on the world stage will expose pupils to similarities, differences and important contexts and themes which will underpin their Historical learning as they progress throughout their lives.

The Historical skill and knowledge-based activities delivered by the team at St Edmund's and St Thomas' provide high expectations and aspirations from both pupils and staff. Despite Covid, our curriculum intends to allow all children to have a fair access and success within the subject.

The intention is to allow the children to find a passion for History to link this knowledge with other subjects. We also want our pupils to be informed citizens that can show empathy and to understand that Historical concepts play a part in decision making about the future.

"A people without the knowledge of their past history, origin and culture is like a tree without roots." — Marcus Garvey

Implementation

We follow a 2-year cycle curriculum map. History is taught in all year groups, with focuses in each phase group based on six whole school themes.

1. We are family
2. Journeys
3. Change the World
4. Planet Earth
5. Can you help me?
6. Wildlife Connections

- Please see History Curriculum Grid for more details
- Our history planning is supported by The Historical Association

The four phases of our school are; Nursery and Reception 'The Inventors of our Learning' Years 1 and 2 'The Authors of our Learning' Years 3 and 3 'The Engineers of our Learning' Years 5 and 6 'The Architects of our Learning'

The following is a summary of how History is specifically linked to the four phase groups.

Our starting point with our EYFS children intends to allow children to explore and understand their immediate world around them through vocabulary and resources. We encourage the children to simple comparisons and links to themselves. We intend that these immediate links can then be compared to the wider world around them, exposing similarities, differences and important contexts and themes which will underpin their Historical learning as they progress throughout their lives. For example when celebrating Lunar New Year- we talk about events we celebrate with our families, and discuss what is the same and what is different.

The Authors Year 1 & 2

The history curriculum in this phase group is language-rich. Pupils are encouraged to 'hot seat' characters and explore new areas of learning, some of which is related to their local area. Through role play characters are brought to life. Drama is used to explore new learning and solve problems. (Titanic class menus etc)

Staff ask higher order, open ended questions and respond flexibly to responses to promote problem solving and deeper understanding. E.g. If you were travelling on the Titanic today, what different things might you have taken, compared with what you might have taken in 1912?

The children are introduced to Liverpool – the port, and find out answers to questions like 'Why was Liverpool 'swinging' in the 60's /How is Waterloo linked with the titanic

Staff build on EYFS running commentaries articulating the thinking processes behind using sources- for example how a record player works.

Children are actively encouraged to collect resources from the past for a class display -e.g. record players/ vinyl.

The Engineers Year 3&4

Children are taught to question, using 'what if' as a starting point? There is a balance between teacher instructional talk and children working independently. Children are finding out more about sources as they visit The Museum of Liverpool.

Children are taught the following process: how to formulate a hypothesis, organise themselves to test this and use results/evidence to draw conclusions or make adaptations to original hypothesis. Children are taught to review predictions, speculations and hypotheses in light of new learning. This is a key skill taught and developed across the curriculum.

For example, in small groups they will discuss -When was it better to live – Stone Age, Bronze Age or Iron Age? Why did people settle by water?

The Classroom climate promotes inclusion and respect. A culture of 'have a go' and 'it is fine to make mistakes' is embedded as the chronology in this phase group is ambitious.

Graphic organisers are used to enhance and support learning experiences, e.g. record notes, make connections, deconstruct texts, plan writing.

The Architects Year 5&6

Pupils manage and organise themselves and resources effectively to undertake a process, task, process or investigation. For example, using 'Commonwealth War Graves Commission Database, the children will be able delve deeper into their understanding of history being more than just learning about the past.

Pupils are encouraged to make choices about themes/topics/lines of enquiry to pursue and effectively use source work to support their views. For example, when studying Benin- Groups

decide which are the three most significant times in Africa's past and justify their choices to the class.

Discussions and debates take place between groups in class, drama is used to engage children, in role, in a real-life situation. A 'let's say...' approach to lessons allows children to become deeply involved in a theme/ situation. For example - How well were African people in Britain treated? When discussing and presenting- pupils are encouraged to use historically accurate language and the correct 'question' words when conducting specific, targeted research'.

Children have an audience to share their finding with as a theme finishes, this can be both oral and written. Paired and group discussions are used to plan a particular task on their 'learning journey'.

Local, national and global issues and themes are explored across the curriculum- bringing our curriculum intent into fruition.

Assessment

Teacher assessment is used each half term to make judgements about progress and attainment and recorded on the whole school data base – 'I-Track'. Children are monitored by the subject leader and SLT, using information on I-Track to ensure that they are making expected progress. Children who are not on track, are identified for targeted teaching in the next unit.

Impact

Our children will:

- Be inspired by the History curriculum and demonstrate a sense of curiosity.
- Show the progression in their skills, knowledge and understanding
- Be able to discuss their learning and recall key historical knowledge -
- Have a good knowledge of the history of the port of Liverpool and the role it played on the world stage
- For children to make links between study of ancient civilisations and it's the major achievements has an influence on the western world.
- Be confident in using historical vocabulary.
- Be confident in using sources.
- Be experienced in chronology
- Children will be independent learners, able to access the next stage of their education.
- Be able to discuss and explain current social issues and how they link to the past.
- Make cross curricular links with other subjects in order to make connections, for example when studying the Egyptians can discuss the physical features of the River Nile