

St. Paul's CE Primary School



History Overview

'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventures.'

'We are not makers of History. We are made by History.'

Martin Luther King Jr.

Curriculum Intent for History:

The history curriculum at St Paul's makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and school driver words, and are sensitive to children's interests, as well as the context of the local area as a former industrial city. The history curriculum at St Paul's is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at St Paul's aims to ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past

- are encouraged to ask perceptive questions, think critically, weigh up evidence, sift arguments, and develop perspective and judgement
- begin 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.

Curriculum Implementation for History:

The teaching of History is inspired by the Rising Stars scheme of work and long-term plan. Topics have been carefully sequenced to build upon the knowledge and skills needed to be a historian. Where appropriate, links will be made to our values for that half term as well as the school's Christian Values. Teachers use Rising Stars as a starting point and plan engaging and exciting lessons. Through the units taught we ensure children gain a coherent knowledge and understanding of Britain's history, their locality – this is further embedded with each class being named after an area of Bradford, where they do research and learn about that specific area - and the history of the wider world. The units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. Lessons have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

In EYFS pupils will experience History through the 'Understanding the world' strand. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In Reception class, pupils have short inputs and circle times which focus on past and present events, for example, Remembrance Sunday, the Gunpowder plot and Bonfire night. They learn about the differences and similarities between themselves and their families when they were children. Throughout the year, pupils will learn about a range of topics which support them in their understanding of change over time. A range of provision is planned which aims to stimulate the pupils' interest and develop purposeful play in exploring people and communities. Resources in the areas of provision are implemented with the aim of developing vocabulary and initiating discussions about what items are used for, for example clothes from different cultures and toys from the past. Role play areas encourage pupils to explore different ways of life and times in history. During continuous provision, adults interact with the pupils and enable them to develop their understanding and add challenge through questioning, prompts and resources. Adults are encouraged to record these interactions when needed, but this is not always necessary.

In Key stage 1, pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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. Pupils will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented (taken and adapted from the National Curriculum 2014).

In Key stage 2, pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources (Taken and adapted from the National Curriculum 2014).