History

Intent

At St Michael's CE Primary School we aim for a high quality, expansive history curriculum which inspires children's curiosity about the past.

In line with the National Curriculum, we want our children to understand the chronology of British history and how Britain has influenced and been influenced by the wider world. Also, to understand significant events in world history including ancient civilisations, the expansion and dissolution of empires, characteristics of past non-European societies and achievements of mankind.

We aim to nurture curiosity and a life-long love of history through inspiring experiences. We want our children to relish and love learning about history, so they gain knowledge and skills, not just through experiences within the classroom, but also through fun and varied educational visits.

Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is sequentially planned throughout the whole school.

Our history lessons focus on developing the skills of being a historian. We use the Chris Quigley milestones to ensure we implement a coherently planned history curriculum underpinned by our drivers 'Small Steps, Express & Shine. The four 'Threshold Concepts' of 'investigate and interpret the past', 'build an overview of world history', 'understand chronology' and 'communicate historically' are repeated many times.

Each threshold concept has its own facets of knowledge and these enable children to reinforce and build upon prior learning, make connections, and develop subject specific language. These are settlements, beliefs, culture, food and farming, conflict, society, location and travel and exploration.

Settlements - Throughout history people have organised themselves into settlements.	• homes (including the types of materials used and construction techniques) • sanitation • heating • public facilities (e.g. libraries, bath houses) • monuments and memorials • gathering places (e.g. citadels, amphitheatres, town squares) • the nature of a settlement (e.g. villages, towns, cities) • defences • important features (e.g. proximity to a river or sea port)
Beliefs - Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did.	• pagan practices • organised religions • key events • ideologies • symbols
Culture and Pastimes - Evidence of culture and pastimes exists from some of the earliest civilisations.	artworks • artists and artisans • jewellery • architecture and architects • games • sports • plays and theatre • music and instruments • great thinkers and big ideas • stories and books
Food and Farming - How people throughout history have found food to sustain themselves is an important part of historical knowledge.	• main food groups (e.g. grains, fish) • popular foods and dishes • methods of collection (e.g. hunter-gatherers, farming)

	•important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation) • use of animals • trade in foods and spices
Travel and Exploration - How people have travelled, and how far they have travelled, has developed dramatically throughout history.	• types of transport and how they were powered (e.g. foot and animals) • technological advancements and their pioneers • breakthrough events (e.g. the Moon landings) • reasons for travel (e.g. to explore, conquer, trade, survive) • trade routes • holidays and how they have changed because of transport
Conflict - Conflict has affected human behaviour throughout history.	• historic events • reasons for conflict (e.g. invasions) • weapons • defences • resistance • tactics • types of conflict (e.g. battles, wars) • resolutions to conflicts
Society - Society is the way that groups organise themselves.	• life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural) • education • crime and punishment • health and medicine • clothing • social organisation (e.g. nation states, systems of government)

Location - Knowing that history involves both time and place is important to overcome misconceptions that events or periods in history were widespread or even global	• modern geographical locations (e.g. Iran) • historical geographical locations (e.g. Mesopotamia) • multiple locations, including the associated terminology (e.g. empire, commonwealth, union) • movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest)

As children move through the school, they are taught about how to explore and explain how interpretations developed by historians may differ from one another.

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Impact

- Children enjoy history lessons and look forward to finding out more.
- Children learn research skills that they use independently to further their own enjoyment and fascination about the topic.
- Evidence of work shows a range of topics covered.
- Standards in history are high and match standards in other subjects such as English.
- Teacher judgements are discussed and moderated in school.

We measure the impact of our curriculum through the following methods:

- Formative assessing of children's understanding of topics (including vocabulary) before, during and after a unit is taught through a range of methods including hot and cold tasks.
- Images and videos of the children's practical learning using SeeSaw (online platform).
- Interviewing the pupils about their learning (pupil voice) with their books.
- Termly assessments against the miletones to inform future planning.
- Annual reporting to parents of standards across the curriculum.
- Marking of written work in books.

KNOWLEDGE CATEGORIES

