



## Subject: History

### Rationale

At St Vincent de Paul Catholic Primary School, we are historians! We want our children to have a high quality history education that inspires a curiosity and fascination about the world, which will remain with them for the rest of their lives. We want them to have opportunities throughout school, which teach them that there are no limits to their ambitions and to grow up wanting to be archaeologists, research analysts and museum curators.

We want our children to remember their history lessons in our school, to cherish these memories and embrace the historic opportunities they are presented with. Bringing history to life is important and we enrich their time in our school with memorable experiences that pique their interests and passions.

We want the teaching and learning of history to be meaningful to the children and to enable them to understand that history is the narrative of the past and that they are the characters in the narrative of shaping the future. They will be inspired to think of the causes and consequences of actions on a global scale and consider their role as a thoughtful member of the community both now and in the future.

### Characteristics of Well-rounded Historians (Curriculum Aims)

We aim to provide children with the key concepts and characteristics to be a successful historian:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics

### Curriculum Intent

The history curriculum has been very carefully designed and resourced (combining elements of the Primary Connected History scheme with principles of Chris Quigley's Essential Curriculum) to provide a coherent, progressive and rigorous learning programme for Years 1–6 which will engage and motivate pupils.

It seeks to identify the most relevant and meaningful aspects of the suggested subject content of the National Curriculum in history to explore in depth, rather than attempting comprehensive coverage at the expense of subject rigour and challenge. By the end of each key stage, pupils will have a long-term memory of an ambitious body of knowledge relating to world, national and local history.

Local history links have been carefully crafted and woven into the curriculum. The location of our school is rich with diverse significant historical figures, events and stories of the past and this has been taken into consideration; ensuring meaningful, enriching fieldwork opportunities are planned for each year group.

Our history curriculum follows a simple model:

**Breadth of study** – the subject topics pupils will study

**Threshold concepts** – pupils will explore through every topic; these tie together the subject topics into profound schema

**Milestones** – the goals that pupils should reach to show that they are meeting the expectations of the curriculum

### Curriculum Implementation

A number of threshold concepts that underpin the teaching and learning of history in our school have been identified to enable us to closely monitor skill progression in history throughout the school (investigate and interpret the past, build an overview of world history, understand chronology and communicate historically). A 'learning challenge' approach is also adopted, with children finding out about a topic through lines of enquiry, based around an umbrella question. This enables them to become autonomous, inquisitive learners. History is taught discretely but staff make meaningful links across other subjects to strengthen schema.

The history topics are the vehicles for the history curriculum. The topics are inter-connected by historical threads, such as the concept of authority, nation, democracy and warfare. By having these threads woven around the topics, pupils are able to make links between and build on their learning from one topic and year group to another, as well as use this knowledge to compare and contrast with present day and their own lives. Pupils learn substantive knowledge, such as key dates, but these very much act as an aid to giving children context in which to build their learning around the historical concepts.

### Curriculum Impact

As a result, we have a community of enthusiastic and confident historians, who enjoy showcasing their developing historical knowledge and skills in a variety of ways. A subject-specific vocabulary spine throughout the school enables children to write discursively, interpret sources and evidence to a high standard and hypothesise about the past confidently.

The introduction of milestones for each key stage ensures systematic, rigorous assessment of pupils' understanding of the threshold concepts. Within each milestone, students gradually progress in their procedural fluency and semantic strength. Proof of progress tasks are used in each topic to measure this progress in these milestones and show curriculum expectations in each cognitive domain.

Formative assessment of the milestones is also closely monitored in each history lesson and collated using Balance; this keeps the threshold concepts at the core of teaching and learning in history. Balance also enables the children to systematically reflect on their learning in history and identify their own strengths and any areas for development.