

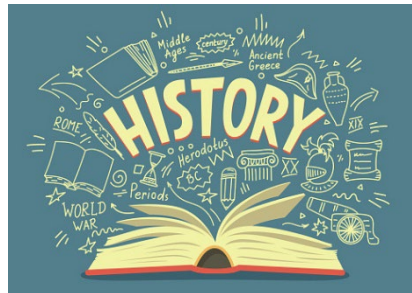
St Gregory's Catholic Primary School



'Loving and Learning'

The St Gregory's Curriculum

Humanities - History



Psalms: *'Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the LORD, and his might, and the wonders that he has done'*

Catholic Social Teaching

Human Dignity. Solidarity.

Catholic School Pupil Profile

Learned. Curious.

Curriculum Intent for History

It is our intention to help pupils develop a coherent knowledge and understanding of the past. When planning for the History curriculum, we intend for children to have the opportunity to learn through varied historical sources, leading them to develop their historical enquiry. As children progress through year groups, they build on their skills in chronological understanding, exploring sources, using clues and understanding how the past shapes the present.

Where possible, our History topics provide pupils with opportunities to learn about the past in the context of their local area.

For example:

- 'Chocolate' (in the context of the history of Cadbury in Bournville) in Year 2
- 'WWII in Birmingham' in Year 4
- 'Victorian Black Country' in Year 5

Topics such as these provide our pupils with a History curriculum that is relevant and authentic, enabling them to draw upon their everyday experiences and own interests to make sense of the past.

Reading and Writing Curriculum:

In a similar way, our Reading and Writing Curriculum has been designed with cross-curricular links in mind – with the aim of providing meaningful reading and writing opportunities for our pupils that are linked to the thematic curriculum.

For example:

- Year 1 study 'Man on the Moon' during their 'Intrepid Explorers' topic.
- Year 2 study 'The Baker's Boy and the Great Fire of London' during their 'Great Fire of London' topic.
- Year 3 study 'Stone Age Boy' during their 'Who Lived in Britain First?' topic.
- Year 6 study a variety of Greek Myths during their 'Ancient Greece' topic.

Theme Days:

Where possible, teachers incorporate 'Theme Days' into their Humanities topics to provide meaningful and memorable enrichment opportunities and spark the children's love of learning. This can be done at the beginning of a new Humanities topic to captivate the children's interest in the learning from the very start. Alternatively, it may occur at the end of a topic as a celebration of their learning. These theme days involve many exciting activities, such as:

- Dressing up/role-play/drama activities
- Special visitors
- External trips
- Practical activities
- Fundraising events
- Performing or speaking in assemblies

Curriculum Implementation for History

Effective teaching:

Teaching at our school is underpinned by strong subject knowledge. Our teachers use a wide range of age-appropriate strategies to create Humanities lessons that are effective, enjoyable and memorable.

Appropriate discussion:

Pupils are provided with ample opportunity to discuss their views about events that occurred in the past and the way these events have shaped the present. It is valuable for our learners to not just be given the information and simply retain it, but for them to share their opinions, voice their queries and show empathy where appropriate.

Relevant learning:

Our most successful learning in Humanities occurs when we as teachers incorporate the children's own interests, talents and experiences into the lesson. Pupils are more motivated to complete

activities where there is an element of real-life application, where they feel like the work they are producing will be utilised or make a difference to people's lives in some way.

Curriculum Impact for History

Core knowledge:

The History curriculum in our school is highly effective in equipping our pupils with core historical knowledge. The children in our school thoroughly enjoy exploring how the world has changed over the different periods of History. Learning the facts and figures associated with different time periods enable our pupils to build a picture of how the world has evolved from the past to the present.

Enquiry:

It is our aim as teaching staff to provoke our pupils' fascination and curiosity about their History topics through the enthusiasm that we as teachers demonstrate whilst teaching the subject. Where possible and relevant, children are exposed to a variety of primary and secondary sources of historical information – this leads to enquiry, investigation, analysis, interpretation and evaluation of the information they are presented with. We want to make our pupils feel like they are going on an adventure, picking up clues about the topic along the way. As a result, pupils show great excitement when learning about different periods of time.

Timelines:

It is vital for our pupils to develop a sense of which periods precede and follow one another. At the beginning of each new History topic, children will be shown where this period of History falls within the overall timeline. In addition to this, there are regular opportunities to review learning that has taken place in previous History topics. This enables the pupils to make comparisons between eras and understand how and why the world has changed over time.

Vocabulary:

Our pupils are exposed to historical vocabulary from a very early age. As well as exposure within the lessons on an audial level (through repeated application with the class teacher), the children are also provided with visual reminders of this vocabulary. Historical vocabulary is always displayed on the children's topic display board and referred to regularly during the lessons. As a result, the children use this vocabulary with accuracy and confidence in their learning.

Formative Assessment:

Our school's marking policy is underpinned by the school's mission statement: 'Loving and Learning'. The policy establishes consistency in marking and feedback across the whole school to ensure pupils are provided with regular, high-quality written or verbal feedback that leads to a consistently high level of pupil achievement and attitude to their learning and written work. We believe that learning should be a rewarding and enjoyable experience and that marking and feedback should equip children with the knowledge and understanding necessary for them to become independent learners and improve their work.

Summative Assessment:

At the start of all Humanities topics, children stick a 'Unit Marker' into their book. They start the topic by recording facts they already know. At the end of the sequence of learning (approximately 6 lessons), children will then go back to their 'Unit Marker' and record all the facts they know now. These unit markers are used as a summative strategy to show the progress in children's attainment from the beginning to the end of a Humanities topic.