



## **Learning in History at St Margaret Mary's**

### **We try to follow Jesus in everything we do.**

### **Why is History important at St Margaret Mary's?**

History is important at St Margaret Mary's because it helps our pupils to think critically, justify evidence and to thoroughly consider both sides of an issue before making a decision. Studying history can help us to better understand the present and make more informed decisions about the future.

### **3I's**

#### **Intent**

Our History curriculum is tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from history. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary's RC Primary School children are taught History through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), History is taught through the area of learning known as "Understanding of the World" as set out in the Early Years Progress Model, in which the children are taught skills and knowledge through areas such as: 'personal experiences', 'past and present' and 'people and society'. This is delivered through motivating and exciting themes and is part of the creative curriculum.

Our topics are split on a two-year rolling programme due to mixed aged year groups. Over the course of their journey at St Margaret Mary's, children develop their knowledge & understanding and skills in history, taking into consideration prior knowledge and world/local events.

We use the national curriculum as a base and section it into four areas.

- Chronology
- Contextual Knowledge and Conceptual understanding
- Historical enquiry and Investigation
- Historical communication

#### **Implementation**

Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic based approach is used to deliver the content within a meaningful context and wherever possible cross curricular links are made, particularly links with geography, art, dt, the British values, our school values and SMSC. However, teachers make it explicit to the children that they are learning history skills and encourage them to think 'like a historian.'

**At Key Stage 1:** topics taught include learning about a range of famous people in the past who have contributed to national and international achievements such as Christopher Columbus and Florence Nightingale. These are chosen carefully to ensure pupils learn about individuals of both genders and from diverse backgrounds. Other topics consist of changes within living memory and events beyond living memory that are significant nationally or globally including the Great Fire of London and 1960's.

**At Key Stage 2:** The National Curriculum for history outlines that pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.

At St Margaret Mary's a long term plan, with carefully constructed units of work covering the full range of skills, is in place in order to achieve this.

History is taught within each year group following a two year rolling programme due to mixed aged classes. Medium term plans ensure coverage of both the required knowledge and the subject specific skills. Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. During topics, children revisit aspects of the curriculum in order to build their long-term memory such as timelines and chronology. One element in the development of the pupils' communication skills is for pupils to apply their writing skills within an extended written piece linked directly to their history theme.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

A whole school system is used which links the ARE to each child's own research and classroom studies and assessment. This is done through Title Pages with 'I cans' taken from the schools ARE's in the curriculum.

## **Impact**

A high quality of historical education feeds into all areas of the curriculum. Skills and knowledge gained are particularly relevant to Science, Mathematics, English and Geography.

Children will:

- Gain skills of critical thinking and acquire and effectively use new vocabulary
- Develop the ability to weigh evidence and to think through an argument
- Build judgement and perspective through chronological studies
- Develop research, interpretation and presentation skills which can then be disseminated using ICT and art and design mediums

We challenge pupils to 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.

## History Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>EYFS</b>	Marvellous Me	Traditional Tales	Animals	Minibeasts	Space	How things work
<b>KS1</b>	Frozen Planet (Human and Physical)	Toys Old and New (Changes within living memory and lives of significant individuals)	Pirates  (significant historical events, people)	Manchester  (Geographical skills and fieldwork)	Sensational Safari – (Locational knowledge Human and physical geography)	London and the great fire (Changes beyond living memory)
<b>LKS2</b>	Rivers and Mountains (Human and Physical)	Ancient Egypt  (Earliest Civilizations)	Britain's settlement by Anglo Saxons and Scots	Manchester  (Geographical skills and fieldwork)	Extreme Earth (Locational knowledge Human and physical geography)	The Windrush (British History beyond 1066)
<b>UKS2</b>	Rainforest (Human and Physical)	Victorians (British History beyond 1066)	WW I/II  (British History beyond 1066) Including: a local history study	Manchester  (Geographical skills and fieldwork)	Trade and economics  (Locational knowledge Human and physical geography)	Ancient Greece  (Earliest Civilizations)

## **What a history lesson looks like at our school:**

### Planning:

History is taught as part of a 2-year cycle as we are a 1 ½ form entry school. This allows for each year group to cover all topics necessary to achieve all objectives found in the National Curriculum. Within a term, one half term will be a history unit and the other half term will be a geography unit. Each class has a 1-hour session of history each week during that half term.

At the beginning of a history unit of work, each class sticks a title page into their book showcasing which topic they are doing and which objectives from the National Curriculum they will cover in this topic. To assess the children's prior knowledge of their current topic, a KWL grid is filled out in the first lesson. In KS1 this is done collaboratively as a whole class and in KS2 this is completed independently. This also allows children the opportunity to express their own interests about the topic. The KWL is returned to at the end of the unit to assess what the children have learnt. This is done independently in both KS1 and KS2.

We follow the National Curriculum and use these objectives as our end goal for the children's achievement within their Key Stage. Our skill progression document provides us with the small steps to reach the NC objectives within each unit and year. The skill progression is split into Chronology, Contextual Knowledge and Conceptual Understanding. Historical Enquiry and Investigation and Historical Communication. Teachers use these small steps to create the learning objectives for their lessons. Teachers refer to the skill progression document to inform their planning and understanding of children's previous learning.

At the end of each unit teachers plan an assessment task. This is in the form of a presentation, poster or questions to be answered. Teacher's use this piece along with the work children have produced throughout the topic and the KWL to inform their assessment judgement.

### Teaching:

#### **(Structure of the lesson, including support- resources)**

From Year 1 to Year 6, each history unit begins with a location activity. For example, in the topic Ancient Egypt the children will begin the unit by looking at where Egypt is located in the world and in Africa. This is to establish where in the world the children will be studying. The period or event in history will be added to the class timeline to explain where the period / event relates to periods of history already studied. This is further aided by a chronology lesson. The children will look at a timeline related to the period they are studying.

Each lesson begins with a recap of previous learning which could be linked to vocab or even quick questions relating to the objectives of the previous week. In the main teaching of the lesson, teachers provide the children with opportunities to investigate historical sources, photographs and maps. Teachers allow for the children to ask questions to establish if there are any misconceptions and address these throughout the lesson. The children will then complete an independent or group activity which is recorded in their exercise books.

### Displays:

In each classroom there is a history display related to the unit of work. This will include key information and vocabulary relating to the topic and examples of the children's work both from exercise books in class or projects completed at home. There is also a whole school display in the main corridor of school celebrating work from across all year groups.

### **Assessment:**

Teachers regularly assess children's progress in history through observations, verbal discussions and evidence of tasks in books.

Assessments take place during and immediately after lessons, through targeted questions, quizzes, explanations and focused tasks to assess the children's knowledge and understanding. Formative assessments allow teachers to address any formed misconceptions and bridge any gaps in learning before moving on. They also inform planning, future lessons and interventions where required. Teachers regularly provide verbal feedback to children during lessons and after marking work to identify the next steps.

In addition to this, assessments take place at the end of each topic. These assessment, which focus on a specific area of skill and knowledge that has been covered within the topic. Assessments are then used to inform future planning, measure progress and provide updates for the subject leader, future teachers and parents.

### **Inclusion:**

History is planned for according to the individual needs of the child in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the history curriculum including:

- Ensuring familiarity with equipment
- The use of small steps during practical tasks
- Differentiated tasks that are adapted to meet the needs of pupils
- Additional adult support to ensure the development of skills
- Suitable resources that support learning and allow full participation
- Pre-teach sessions prior to a new topic

### **Monitoring:**

To monitor the history curriculum and the children's progress and attainment, the subject leader completes a number of monitoring activities throughout the year including: book monitoring, pupil and staff voice and learning walks.

After monitoring, evaluations are carried out and recorded. Findings are shared with staff as appropriate and individual feedback from monitoring is provided to both teachers and SLT.

### **Parents:**

Parents are encouraged to get involved with whole school events and homework projects that children are given to complete over a period of time. Parents are provided with updates through the school website, Twitter and the weekly newsletter. At the end of the academic year, parents are provided with an update on the children's attainment in history and comments relating to the child's history learning.

The curriculum overview, National Curriculum progression skills and knowledge organisers are available on the school website for parents.

### **How do we know our children have made progress?**

	<b>Pre-school</b>	<b>Nursery</b>	<b>Reception</b>	<b>Links to KS1</b>
<b>Personal experiences</b>  <b>Past and present</b>	<ul style="list-style-type: none"> <li>- Has a sense of own immediate family and relations and pets</li> <li>- Begins to talk about a special event</li> </ul>	<ul style="list-style-type: none"> <li>- Able to say who they are and who they live with</li> <li>- Can talk about any pets that they might have</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about past and present events in their life and the lives of family members</li> <li>- Is able to discuss different occupations of family members</li> </ul>	<ul style="list-style-type: none"> <li>- Can talk about changes within living memory. E.g. experiencing lockdown.</li> <li>- Knows the difference between past and present events in their own lives and some</li> </ul>

	that has happened to them or a family member	<ul style="list-style-type: none"> <li>- Can briefly talk about some members of their family</li> <li>- Comments on historical figures or objects in non-fiction texts</li> <li>- <i>Shares likes and dislikes (NR)</i></li> <li>- Remembers and talks about significant events in their own experiences</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>- Can talk about members of their immediate family and community</li> <li>- Can discuss similarities and differences between people in their family</li> <li>- Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</li> </ul>	reasons why people's lives were different in the past.
<b>People and society</b>			<ul style="list-style-type: none"> <li>- Shares some similarities between characters, figures or objects</li> <li>- Compare and contrast characters from stories, including figures from the past</li> </ul>	
<b>Year</b>	<b>Ks1</b>	<b>LKS2</b>		<b>UKS2</b>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>- Recognise that some objects belonged to the past</li> <li>- sort events into the past, present and future.</li> <li>- recognise and identify a simple timeline</li> <li>- order 4 or 5 events in their lives on a simple timeline</li> <li>- put some of the different types of transport on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>- Use a timeline within a specified period of history to set out the order of things that happened in that period.</li> <li>- Use my mathematical knowledge to work out how long ago events took place.</li> <li>- place events, artefacts and historical figures on a time line using dates.</li> <li>- understand the concept of change over time, representing this, along</li> </ul>		<ul style="list-style-type: none"> <li>- Draw a timeline with different historical periods showing key historical events and important historical figures.</li> <li>- understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>- Place features of historical events and people from past societies and periods in a chronological framework.</li> </ul>

	<ul style="list-style-type: none"> <li>- be aware that we can plot significant events and people on a class timeline.</li> <li>- To identify significant events from their past. e.g. learnt to walk, rode a bike, started school etc.</li> <li>- To order significant events in their lives.</li> <li>- To order two or three events that happened long ago.</li> <li>- Pick out old and new things in a picture.</li> <li>- make a timeline about 6 -10 things that have happened to them.</li> <li>- begin to say where an event or person might be placed on a class timeline.</li> <li>- order things that have happened to people I know.</li> <li>- create a simple timeline about a famous person or event in living memory.</li> </ul>	<ul style="list-style-type: none"> <li>- with evidence, on a time line.</li> <li>- Plot events on a timeline using centuries</li> <li>- Round up time differences into centuries and decades.</li> <li>- place events, artefacts and historical figures on a time line using dates.</li> <li>- understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>- identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>
<b>Contextual Knowledge and Conceptual Understanding</b>	<ul style="list-style-type: none"> <li>- Explain how I have changed since I was born.</li> <li>- Explain how some people have helped us to have better lives.</li> <li>- begin to identify simple differences between the present and the past.</li> <li>- begin to identify that they can use the Internet, information books, pictures, television programmes, other people, museums, games, monuments, festivals and buildings to find out about the past</li> <li>- Explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain some of the times when Britain has been invaded.</li> <li>- Research to find similarities and differences between two or more periods of history.</li> <li>- describe changes that have happened in the locality of the school throughout history.</li> <li>- describe the social, ethnic, cultural or religious diversity of past society.</li> <li>- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>- Explain how historical items can be used to help</li> </ul>	<ul style="list-style-type: none"> <li>- Compare two or more historical periods, explaining things which changed and things which stayed the same.</li> <li>- Explain how Britain may have learned from other countries and civilisations</li> <li>- I can explain how our locality has changed over time.</li> <li>- Describe how <i>crime and punishment</i> has changed over time.</li> <li>- identify continuity and change in the history of the locality of the school. (Local study)</li> <li>- compare some of the times studied with those of the other areas of interest around the world.</li> </ul>

	<ul style="list-style-type: none"> <li>- explain that things that have already happened are 'in the past'</li> <li>- explain that things that are happening now are 'in the present'</li> <li>- explain that things that may happen, but have not happened yet, as being 'in the future' e.g. tomorrow is in the future, your next birthday etc.</li> <li>- identify that the best way to find out about events within living memory is to talk to people and that the older they are the more memories they will have.</li> <li>- identify that some things in the past have happened beyond living memory.</li> <li>- identify and discuss differences between the past and present</li> <li>- Recount the life of someone famous from the past and explain what they did earlier and what they did later.</li> <li>- Give examples of things that were different when my parents and grandparents were children.</li> <li>- compare how things are in the present day and with how things were in the past. e.g. toys we play with or clothes we wear.</li> <li>- recount the information they have found out about events that happened long ago, by listening to stories, playing games, using information books and ICT.</li> <li>- use information books,</li> </ul>	<p>build up a picture of life in the past.</p> <ul style="list-style-type: none"> <li>- Explain how an event from the past has helped shaped our lives today.</li> <li>- describe changes that have happened in the locality of the school throughout history.</li> <li>- compare some of the times studied with those of other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>- describe the social, ethnic, cultural or religious diversity of past society.</li> <li>- identify and explain differences, similarities and changes between different periods of history.</li> <li>- identify continuity and change in the history of the locality of the school. (Local study)</li> <li>- give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>- describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
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<b>Historical Enquiry and Investigation</b>	<ul style="list-style-type: none"> <li>- ask simple questions to find out about things that have happened.</li> <li>- identify things that are the same now as in the past.</li> <li>- answer questions about things they have found out about the past</li> <li>- Ask and answer questions about old and new objects.</li> <li>- To find out about what happened long ago, by listening to stories, playing games, using information books and ICT.</li> <li>- To find out about important people who are alive today, e.g. who the Queen is and what she does.</li> <li>- To use appropriate books and webpages to find out about important people who lived a long time ago and things they did that changed the U.K. or the world</li> <li>- To find out about important people and events using given information books and webpages.</li> <li>- To find out about important places near to where I live.</li> <li>- make comparisons between the past and the present e.g. stories my grandparent may have read/stories I read</li> <li>- identify that a living person, photographs or artefacts are a source of primary evidence identify that the internet, books, and stories are secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>- Use research skills to find answers to specific historical questions.</li> <li>- use evidence to ask questions and find answers to questions about the past.</li> <li>- suggest suitable sources of evidence for historical enquiries.</li> <li>- use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>- Research two versions of an event and show how they differ.</li> <li>- Research what it was like for children in a given period of history and present my findings to an audience.</li> <li>- describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>- suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Test out a hypothesis to answer questions.</li> <li>- Understand that historical sources might reflect different viewpoints and explain the arguments for and against each point of view.</li> <li>- use sources of evidence to deduce information about the past.</li> <li>- select suitable sources of evidence, giving reasons for choices.</li> <li>- use sources of information to form hypotheses about the past.</li> <li>- seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>- Identify and explain propaganda.</li> <li>- Describe a key even from Britain's past using a range of evidence from different sources.</li> <li>- Describe the features of historical events and way of life from periods I have studied, presenting to an audience</li> <li>- show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>- understand that no single source of evidence gives the full answer to questions about the past.</li> <li>- refine lines of enquiry as appropriate.</li> </ul>
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	<ul style="list-style-type: none"> <li>- begin to able to choose the best method to find out about the past e.g. an event in living memory – ask an older person, beyond living memory – use the internet, books, artefacts, pictures</li> <li>- Find out things about the past by talking to an older person and asking them questions.</li> <li>- Answer questions using different information objects, books, the internet.</li> <li>- Research the life of a famous person from the past using different sources of evidence.</li> <li>- find out information by asking questions.</li> <li>- record things that have happened to people I know.</li> <li>- find out about and compare two important people from different times. e.g. Queen Elizabeth I and Queen Elizabeth II</li> <li>- recount important things that famous people have done in the past and why those things were important. e.g. Florence Nightingale improved nursing</li> <li>-</li> </ul>		
<b>Historical Communication</b>	<ul style="list-style-type: none"> <li>- use appropriate vocabulary relating to time. e.g. past, present, future</li> <li>- understand and explain the meaning of past, present and future</li> <li>- Use words and phrases such as old/ new/ a long time ago</li> <li>- use historical vocabulary to order</li> </ul>	<ul style="list-style-type: none"> <li>- events from the past using the correct dates when they happened.</li> <li>- To use dates and terms to describe events.</li> <li>- use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- use dates and terms accurately in describing events.</li> <li>- use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul> </li> </ul>

	<p>events that have happened e.g. first, next, secondly, then, after, later, lastly...</p> <ul style="list-style-type: none"> <li>- talk about something that happened long ago, that was important for the U.K. or the world.</li> <li>- name an important person or event that happened, near to where I live</li> <li>- say how they know about the past.</li> <li>- name ways of finding out about the past</li> <li>- Use words and phrases such as before/ after, past/ present/future, then/now.</li> <li>- say why the events were important for the U.K. or the world.</li> <li>- name and talk about an important person or event that happened, near to where I live.</li> <li>- say what happened and why it was important.</li> <li>-</li> </ul>	<p>use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p> <ul style="list-style-type: none"> <li>- use dates and terms to describe events.</li> <li>- use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• era</li> <li>• chronology.</li> </ul> </li> <li>- use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• chronology</li> <li>• continuity</li> <li>• legacy.</li> <li>• Civilisation</li> </ul> </li> <li>- use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>- use original ways to present information and ideas.</li> </ul>
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