



Intent

Within History at St James, we aim to ignite children's curiosity about the past in Britain and the wider world. We strive for our history provision to be more than just a subject of memorising dates and events for our children and instead foster fascination and compassion about how and why the world, our country, culture and local community have developed over time and how the past influences the present. We aim to enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. We strive for our History lessons to be a window to the wider world as well as a mirror which enables all of our children to see themselves represented and celebrated. Everything children learn through history has the power to influence their decisions about personal choices, attitudes and values whilst supporting them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Ultimately history tells a story and at St James we are excited for our children to experience a part of that narrative.

Curriculum

Knowledge/Skill Development:

- Chronological understanding
- Historical enquiry
- Knowledge and understanding of events, people and changes
- Historical interpretation
- Presentation, organisation and communication

Concept development:

Local → National → Global

Substantive concepts: settlement, migration, invasion/conquest, democracy, parliament, monarchy, rules/law, religion/beliefs

Sequencing of content:

Units of work and core content are carefully sequenced to support children in strengthening their historical knowledge and deepening their understanding of the substantive concepts. Whilst content is not explicitly taught in chronological order, we ensure chronological understanding and context underpins every unit taught meaning the children are exposed to a coherent narrative of British and World History ensuring an awareness of time and place.

E.g. The concept of invasion/conquest is introduced in Year 3 during their unit on 'Ancient Greece', this is then built upon in Year 4 through units on the 'Anglo Saxons' and 'Vikings' and is further deepened in Year 6 at an international scale when studying WWII and Hitler's conquest of Europe.

Implementation

How is it taught?

- History is delivered through stand alone, blocked lessons where teachers are provided with specifically selected core content and vocabulary for each unit to ensure children have a historically grounded and progressive understanding of our key substantive concepts by the end of their primary education.
- Our curriculum teaching sequences learning into three key phases: collect, connect and create. We encourage children to engage with these stages as historians would in researching, gathering, interpreting and debating information about the past to lead to a historical outcome or discovery.
- Children have access to informative knowledge organisers and timelines which set out the core historical knowledge and vocabulary of the unit which is constantly revisited and reinforced.
- We promote the power of reading for knowledge and ensure our children have opportunities to engage with age appropriate, knowledge rich texts to strengthen understanding and open doors to our world's historical past.
- Historical vocabulary is carefully selected, clearly shared and explicitly reinforced and modelled in each unit. This is displayed within classrooms, on knowledge organisers and regularly used in responses and classroom discussions.
- Primary and secondary historical sources form an integral part of teaching by providing children with an insight into how real historians question and interpret the past.
- Children are provided with a broad variety of school trips and experiences to immerse them in relevant and contextual learning.

Support:

All children are supported through age appropriate tasks catered to their ability using scaffolding where required e.g. resources, reading opportunities and vocabulary. Children are encouraged to take risks and challenge themselves within a safe and supportive learning environment to develop themselves as historians.

Impact

How do we know our children have learnt more and remembered more?

- Regular retrieval practice - children across both key stages participate in low stake, high impact retrieval quizzes and activities to aid and strengthen memory recall.
- Children produce a final outcome during the 'create' phase (the end of each journey) in relation to the key question posed at the beginning of the unit showcasing their historical knowledge and understanding.
- Regular formative assessment within lessons—written feedback and discussions.
- Teacher assessment relating to the core content at the end of each unit.

What are we aiming for?

By the time children leave St James, we aim to create historians who have:

- a secure knowledge and understanding of people, events and contexts across a range of historical periods enabling explicit connections to be made between prior, current and future learning
- the ability to think critically and analytically making informed and balanced judgements based on their knowledge of the past
- an awareness of how historical events have shaped the world in which we live
- an appreciation and understanding of the history of their locality
- a respect for historical evidence and the confidence to make robust and critical use of it to support explanations, judgements and drive lines of historical enquiry.

'History is not a burden on the memory but an illumination of the soul.' - Lord Acton