



St Mary's
Catholic Primary School and Nursery

HISTORY SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



'The more you know about the past, the better prepared you are for the future.'

Theodore Roosevelt

At St Mary's, history education should be fully inclusive to every child.

Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

History teaching at St Mary's has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

- to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

IMPLEMENTATION

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught focusing on knowledge and skills stated in the National Curriculum.

The history curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document.

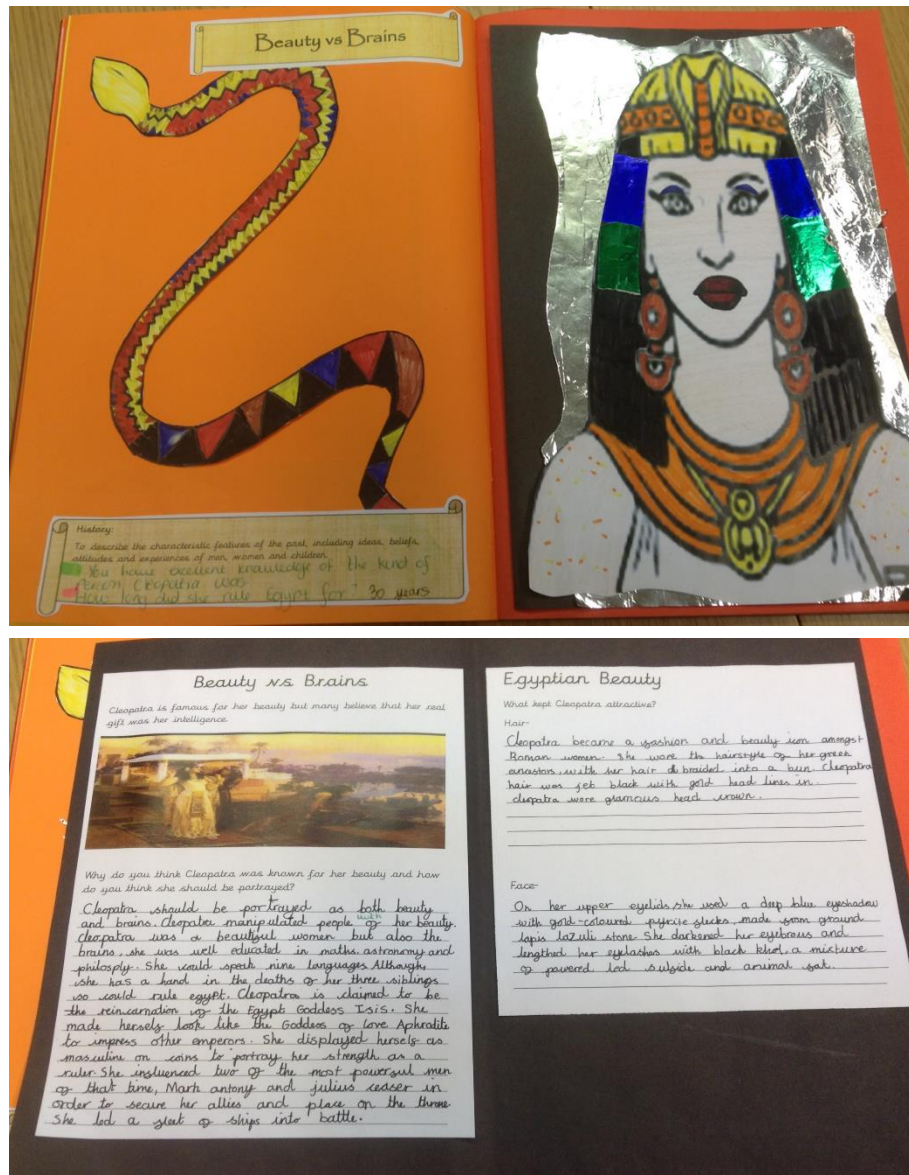
Year 4 Knowledge and Skills Tracker 2019/20

Autumn 1 Invaders and Settlers (Anglo Saxons)	Autumn 2 Invaders and Settlers (Anglo Saxons)	Spring 1 Invaders and Settlers (Vikings)	Spring 2 Invaders and Settlers (Vikings)	Summer 1	Summer 2
History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge	History Knowledge
*To know who the Anglo-Saxons were and where they came from. *To know when, where and why the Scots and Anglo Saxons invaded Britain. *To understand how the Anglo-Saxons ruled Britain. *To know and appreciate different aspects of Anglo-Saxon art and culture.	*To understand the differences between Anglo-Saxon villages and ours today. *To know who Alfred the Great was and why he was so great *To know about the shift in beliefs of Anglo-Saxons to Christianity.	*To understand when the Vikings and Anglo-Saxons eras were, in comparison to other significant periods of British History. *To know who the Vikings were and where they came from. *To know when, where and why the Vikings invaded Britain. *To know about Viking Travel. *To know about significant Viking Raids (Lindisfarne).	*To understand the difference between Anglo-Saxon/Viking Law/Justice compared to now. *To know about the death of Edward the Confessor and how this impacted on our Country.		

History Skills	History Skills
*choose appropriate sources to answer questions *discuss historical changes in Britain; what caused them and the impact on life in Britain. *identify and describe changes between specific periods of history.	*Give simple reasons as to why key events happened in history. *Discuss historical changes in Britain; what caused them and the impact on life in Britain.

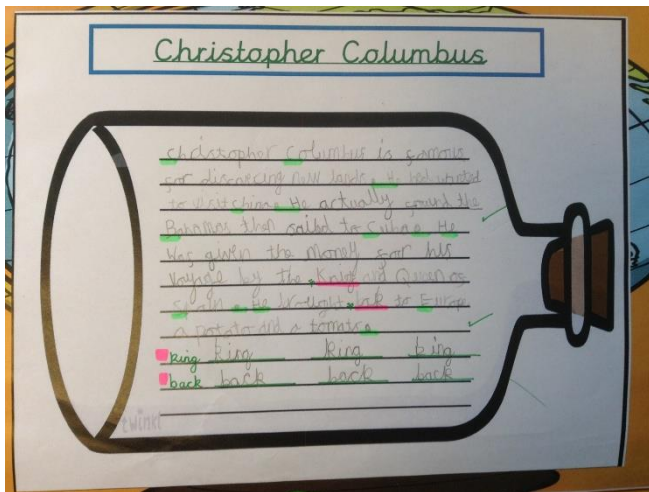
Teachers use this document to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced and provide opportunities for creative links where possible.

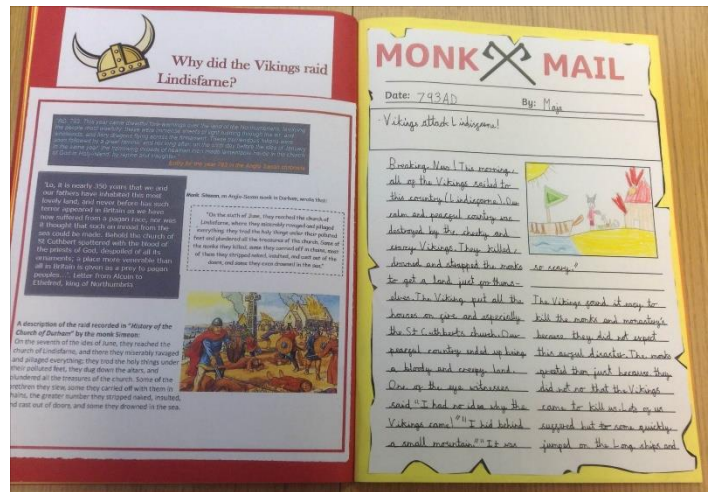


Year 6 – Creative piece based on Ancient Egypt

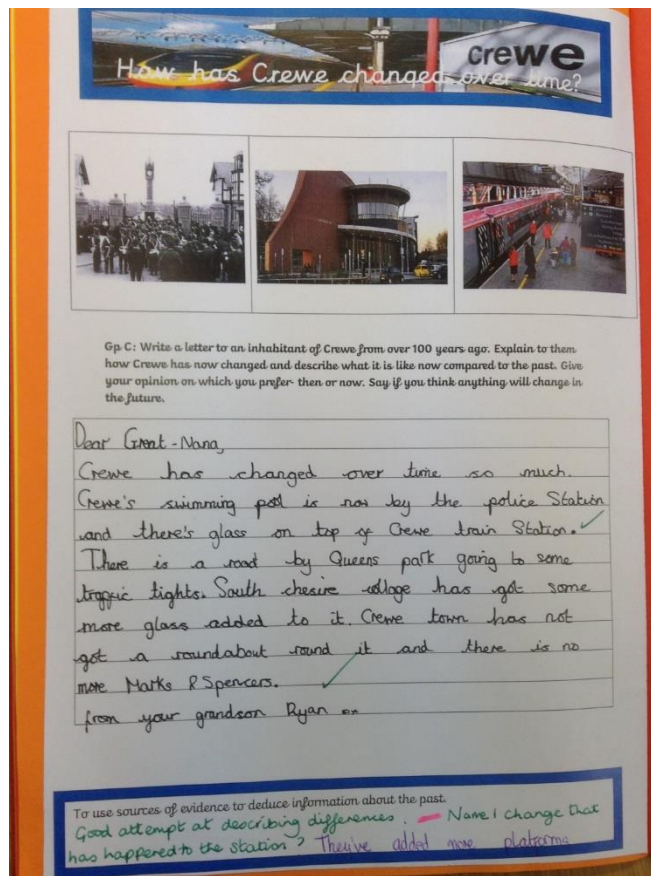
History provides excellent opportunities to enhance the learning of more-able pupils through the investigations, analysing sources and writing extending pieces.



Year 2 – Extended Writing



Year 4 – Using sources of evidence/extended writing



Year 5 – Comparing sources of evidence

At St Mary's we provide a variety of opportunities for history learning inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At St Mary's, the children have many opportunities to experience history on educational visits. The children have explored local museums and had visitors into school to share history learning and have hands on experiences. For example, our Year 3's trip to Chester to study the romans.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is ordered in to 7 different sections rather than specific subject areas. However, it is important to us that what is provided for children in EYFS is the building block for what they go on to learn and the skills they continue to build in the future. Through the 'Understanding the World' part of the EYFS areas of learning, children are given the opportunity to learn about *people and communities* and *the world* they live in. Through '*People and Communities*' they are encouraged to show interest in the lives of people who are familiar to them and to relate things to their own experiences such as: significant events in their lives, special times and events for family and friends, to show interest in other occupations and other ways of life (this is also supported by the everchanging role play areas in our EYFS classrooms e.g. doctors surgeries and space

stations). It is in the EYFS that children really begin to be encouraged to know and talk about the things that make them unique. As the children progress through EYFS, they then begin to focus more on talking about events in the past and in the present as well as thinking about similarities and differences between themselves and others, families, communities and traditions. It is also through *'the world'* strand of the EYFS framework that the children are motivated to comment and ask questions about their familiar world, to talk about why things happen and to develop an understanding of changes over time.



Role play area set up in EYFS to celebrate Chinese New Year and a Chinese Take away. Encouraging children to think about communities and traditions and understanding the differences and similarities in their own lives.



EYFS children are given the opportunity to explore and discuss changes over time through activities designed by our EYFS teachers to be hands-on, practical experiences.



EYFS Role Play Area – Space Station.

INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.

1. How many of the world's five oceans can you name?
Pacific ✓ Atlantic ✓
Indian ocean ✓ Arctic ocean ✓
South Pacific ocean ✓

2. Label the world's seven continents.

 Legend: North America, South America, Europe, Africa, Asia, Australia, Antarctica.

3. Tick the sentence which best describes what climate means.
☒ Climate is like the weather, but over a long time. ✓
☐ Climate is the average measure of wind over the course of a long time.

4. List four animals that can be found in the Arctic?
Polar bears ✓ Penguins ✓
Snow owl ✓ Arctic fox ✓

5. What helps a polar bear to keep warm in the Arctic?
It has a layer of blubber ✓

6. List four animals that can be found in the desert?
Tratula ✓ Camel ✓
Lizard ✓ Scorpion ✓

7. Why can a camel survive the desert heat?
Their hair reflects the sun which helps to keep them cool ✓

8. Match the sentence to correct explorer.
 Marco Polo ✓ The purpose of the expeditions was to find out more about the animals, the weather and the land of Antarctica.
 Christopher Columbus ✓ He sailed across the seas and after 36 days, one man spotted an island, it was in the Bahamas.
 Falcon Scott ✓ He travelled to the Far East with his uncle and Father in search of silk.

Assessment piece – Year 2

1. Fill in the missing information. (3 marks)

Tribe Name	Travelled From	Travelled to
Jutes	Northern Denmark	Kent
Angles	Southern Denmark	Northumbria
Saxons	Germany	East Angles

2. I am Alvin the Anglo-Saxon. I have had a fall and lost my memory. I can't remember why I moved to England. I need you to remind me of two reasons that I may have had to move England for.
 Reason 1: fertile land ✓
 Reason 2: no floods ✓

3. Label the village map with the key things that you would expect to see in an Anglo-Saxon village. (2 marks)

4. Label the village map with the key things that you would expect to see in an Anglo-Saxon village. (6 marks)

5. Fill in the missing words in the paragraph below. (5 marks)

The Anglo-Saxons used to believe in the Pagan religion. However, over time many became Christian. The three main missionaries that helped this happen were, Augustine, Columba and Aidan.

Total Score: 22 / 22

Anglo-Saxons Assessment
 Knowledge Statements:

I know who the Anglo-Saxons were and where they came from.	✓
I know when, where and why the Scots and Anglo-Saxons invaded Britain.	✓
I understand how the Anglo-Saxons ruled Britain.	✓
I understand the difference between Anglo-Saxon land use and land use in Crewe today.	✓
I know who Alfred the Great is.	✓
To know about the shift in beliefs of Anglo-Saxons to Christianity.	✓

Assessment Piece – Year 4

Year	Event
AD 410	The Romans Leave Britain
AD 459	Angles and Saxons invaded England
AD 597	Pope sent Augustine to spread Christianity
AD 757	Offa becomes King of Mercia
AD 793	Attack on Lindisfarne
AD 871	King Alfred the Great becomes King of Wessex
AD 876	Guthrum, Viking King, Attacks Wessex
AD 878	Peace Treaty between King Alfred and King Guthrum
AD 899	King Alfred Dies
AD 924	Aethelstan becomes King of Mercia
AD 927	Aethelstan conquered York
AD 928	Aethelstan becomes King of England
AD 937	Battle of Brunanburh
AD 939	King Aethelstan Dies
AD 978	Aethelred becomes King
AD 1002	King Aethelred orders for Danish men to be killed
AD 1013	Swedish King, Sven, becomes King of England
AD 1042	Edward the Confessor becomes King of England
AD 1066	King Edward Dies. Harold II becomes king
AD 1066	Duke William of Normandy becomes King of England
AD 1100	End of Viking Age

The Vikings

Norway Sweden Denmark

Vocabulary

Monastery: A building where people worship and dedicate their time to God.

Missionaries: People sent to promote religions.

Scandinavia: An area made up of the countries Denmark, Norway and Sweden.

Settlement: A place where people come to live.

Invader: Using force to enter or control another country.

Conquer: get something by force.

Pagan: A person who believes in many Gods

Kingdom: A country who's ruler is a King/Queen

Long Ship: A ship used by Vikings for raids.

Dane Law: Area that Vikings Ruled

Runes: Viking letters of the Alphabet

Viking Raid: A Surprise Attack

Knowledge organiser – Lower Key Stage 2

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand continuity and progression
- Annual reporting of standards across the curriculum.
- Marking of written work in books
- Displays

Interactive display – Key Stage 2 Classroom.

