



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



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

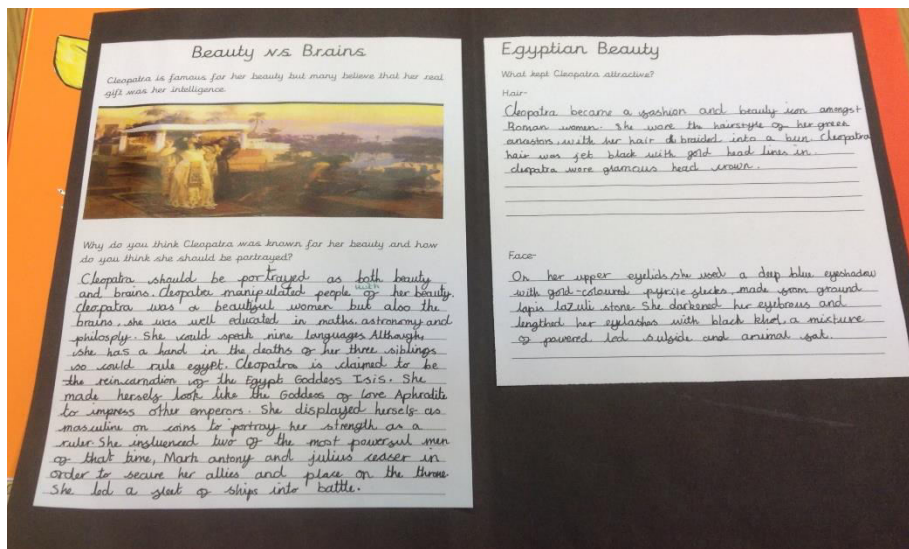
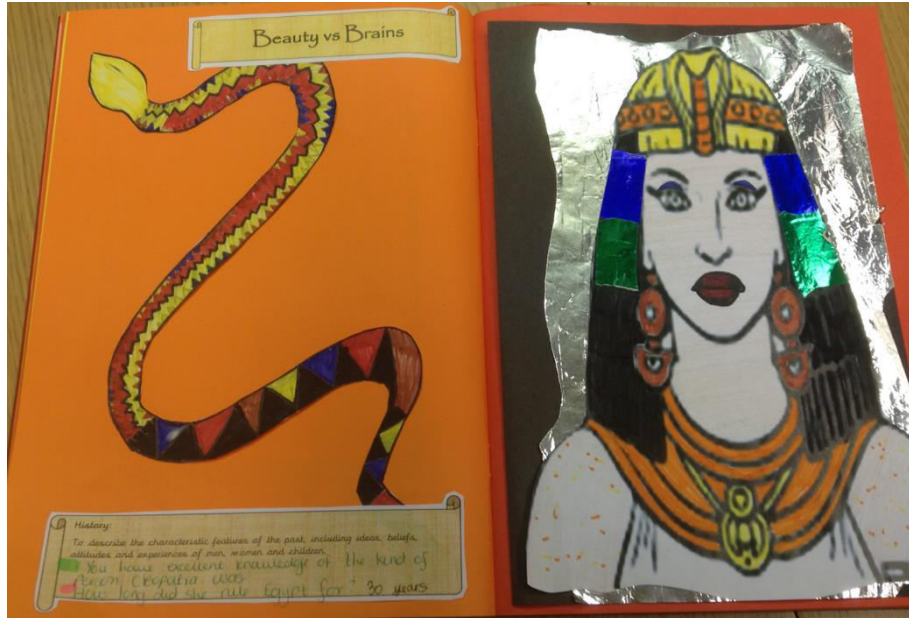
To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught focusing on knowledge and skills stated in the National Curriculum.

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 St Mary's objectives – set out in our half termly curriculum overviews.

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

All year groups have access to our personalised St Mary's 'World History Timeline'. This is the starting point and visual connection for each unit of History taught across the school and wider significant world events.

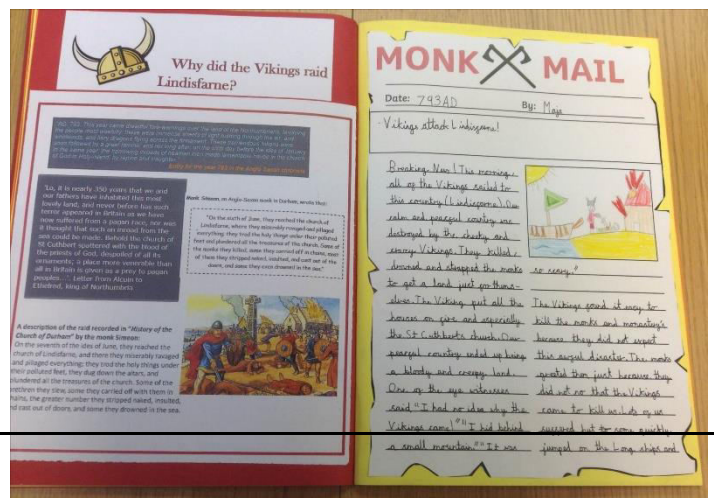
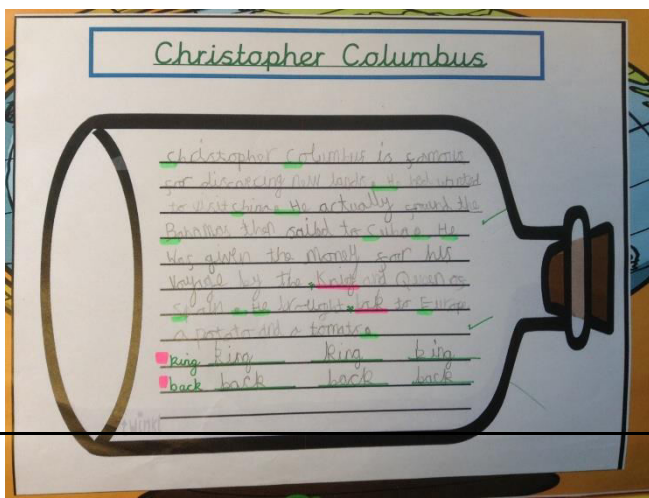
When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced and provide opportunities for creative links where



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
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

How has Crewe changed over time? crewe

Op C: Write a letter to an inhabitant of Crewe from over 100 years ago. Explain to them how Crewe has now changed and describe what it is like now compared to the past. Give your opinion on which you prefer then or now. Say if you think anything will change in the future.

Dear Great-Nana,
Crewe has changed over time so much. Crewe's swimming pool is now by the police station and there's glass on top of Crewe train station. There is a road by Queens park going to some traffic lights. South cheshire village has got some more glass added to it. Crewe town has not got a roundabout round it and there is no more Marks & Spencers.
from your grandson Ryan

To use sources of evidence to deduce information about the past.
Good attempt at describing differences. Name I change that has happened to the station. They've added more platforms.

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 (see images next page).



EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

In Reception History is closely linked to the area of learning 'Understanding of the World'

The Statutory Framework for the Early Years Foundation Stage 2021 states that "Educational Programmes (St Mary's EYFS curriculum) must involve activities and experiences for children as set out in each area of learning: Understanding the World Understanding involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."



situations in the past (UW)

Example: Comment on images of familiar



past. (UW)

Example: Compare and contrast characters from stories, including figures from the

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. This is tightly monitored using our online tracking system Classroom Monitor.

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. Fill in the missing information. (3 marks)

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

2. I am Alvis 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 our 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. 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 Aidya.

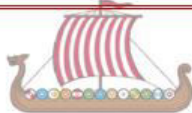
Total Score: 22 / 22

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 Croyve today.	✓
I know who Alfred the Great is.	✓
To know about the shift in beliefs of Anglo-Saxons to Christianity.	✓

The Vikings



AD 410	The Romans Leave Britain
AD 459	Angles and Saxons invaded England
AD 597	Pope sent Augustine to spread Christianity
AD 757	Ojlo 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	Pence 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 Brunnaburh
AD 939	King Aethelstan Dies
AD 978	Aethelred becomes King
AD 1002	King Aethelred orders for Danish men to be killed
AD 1013	Sweedish 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




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.

Dane Law: Area that Vikings Ruled.

Pagan: A person who believes in many Gods.

Runes: Viking letters of the Alphabet.

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

Long Ship: A ship used by Vikings for raids.

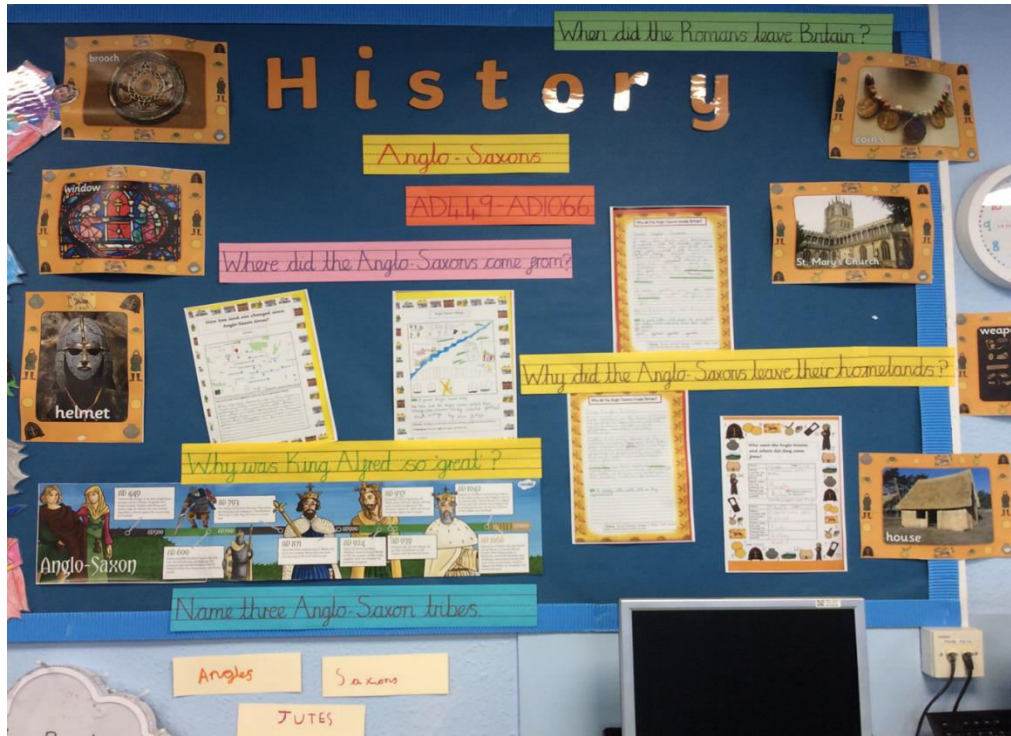
Viking Raid: A Surprise Attack

Assessment piece – Lower Key stage 2

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