

History at St Michael's CE Academy

Intent

As we teach about the people, periods and places of the past, we also want our pupils to learn how historians study the past and how they have constructed accounts of the past. We teach 'big picture history' with our use of timelines to secure a chronological understanding of the vast periods of time into which the smaller units of history fit. In each year group we zoom in to focus on specific periods or topics and then, using enquiry-based teaching, we use specific and meaningful examples of people, places and events to deepen our understanding and foster our young historians' curiosity about the story of this world in which they play their part.

Our aim is to give our pupils an appreciation for both the legacy history has left behind them, and the impact it has on their lives today.

Implementation

At St Michael's we plan with coherence in mind ensuring that units of work grow from the present day in EYFS to our chronologically planned units in KS2.

Using the National Curriculum, In KS1, pupils explore significant historical events and places, the lives of significant people and changes in and beyond living memory. We use story, visitors in school and educational trips as well as focussing on our rich local history to bring to life aspects of the past and allow pupils to begin their journey as historians.

In KS2, our curriculum takes pupils from the earliest civilisations in Britain through to key events in the 20th century. This ensures a chronological narrative which sequences times and dates and gives pupils the vocabulary to discuss and understand this. Alongside our British history topics, we explore civilisations and achievements in the wider world and enable pupils to compare and contrast these.

To help our pupils make sense of the people, events and times that they study, we have established key concepts which run through the curriculum as strands from EYFS to Y6. These substantive concepts of **Civilisation, Settlement, Technological Advancements** and **Power** act as drivers for our history curriculum and provide a mechanism for pupils to deepen understanding term by term and year by year. We develop disciplinary concepts through our enquiry method of teaching as pupils learn how historians study and construct accounts of the past.

We place a strong emphasis on chronological understanding and our large timeline in the corridor (with classroom-sized copies) allows pupils to appreciate the vast scale of time whilst allowing them to zoom in and pinpoint specific periods.

At the beginning of each unit, children are provided with a key knowledge organiser including subject specific terminology and knowledge they should learn and use throughout the unit. This is used and referred to within all lessons. At the end of each unit, children take part in subject specific quizzes and assessments. We use Rosenshine's principles to plan sequences of lessons which enable pupils to build on what they have learnt before and develop rich, connected schema which will link together to support embedding knowledge.

Impact

History is monitored by the subject leader in school through a variety of strategies such as book scrutinies, lesson observations, pupil interviews and staff CPD. Pupils are given regular and repeated opportunities to retrieve and share previous knowledge and end of sequence assessments so that teachers can ensure pupils know more and remember more.