



History

History at St Paul's builds on children's natural instinct to wonder about and explore the lives of past civilisations and cultures, helping them to flourish in their journey to the fullness of life.



Our Vision for History

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

"To be ignorant of what occurred before you were born is to remain always a child..." Marcus Tullius Cicero

History gives us an understanding of who we are, and where we came from. By learning about the past, we can see trends and themes that can inform our choices and guide our steps in the future. Our aims are to inspire and enable pupils of all abilities, ages and backgrounds to find out more about the past, in order that they understand current events and issues better, and feel a sense of where they stand within the world's history.

Rationale – Why we do what we do...

Over the past few years, St Paul's have felt, like many schools across the country, that there has been a reduction in the language proficiency of children as they enter in Reception. We have also noted a marked difference in the children's levels of independence, resilience, ambition (skills for life). This along with our on-going desire to promote a more deeply-rooted love of reading and an understanding of the wealth of English literature, has prompted us to shape our curriculum with greater emphasis in these areas. After completing a History audit with pupils and staff we found that pupils lacked a secure understanding of how various points in history fit together. As a result we are now looking to increase our use of timelines in history lessons, and embed historical fiction and non-fiction texts about Britain's past in English lessons throughout the school.

How do we enable children to learn more and retain more?

Timings and timetable:

History is taught as a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time. The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art, Music and RE. In this way, children are able to gain a richer and deeper understanding of each particular period in time. We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits. In total, History lessons probably take up at least an hour a week throughout the year, with more extensive coverage of knowledge and skills developed outside of this time, through cross-curricular activities and trips.

History – An Overview:

We aim to fulfil the requirements of the National Curriculum for History, equipping pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. We ensure the progressive development of historical concepts, knowledge and skills through careful planning, and aim to inspire in all our pupils a curiosity and fascination about the Britain's past and that of the wider world, including ancient civilisations and empires; In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. Here at St Paul's we have invested in using the Kapow scheme. In KS1, pupils are introduced to learning about changes in living memory and beyond living memory, by learning about the lives of significant people of the past, understand the methods of historical enquiry and beginning to ask and answer questions about the past. In Lower KS2, pupils learn about the story of Britain's past from the Stone Age, Iron Age and Bronze Age, creating an understanding of the story of Britain's early history, into and around which a wider range of global historical events such as Ancient Greece and WWII are placed in Upper KS2. Upper KS2 is also where pupils also discover more about the local history – where in year 6 they discover what the census tells us about our local area.

Throughout all our history subjects, local links are carefully planned into lessons, which allows the children to broaden their knowledge of our local area.

Assessing Outcomes in History

Our systematic approach to planning and teaching of history equips our pupils with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. They should be able to describe key events in British history up to the Norman conquest, and have an understanding of both the inventions and achievements of ancient civilisations and their impact on life today, and key events of the modern age. Pupils of all ages should understand how past events can be researched. Older pupils may be able to explain concepts such as the reliability of or bias in historical evidence, and take these into account when considering historical data. By doing so, they can become not just passive recipients of factual information, but enquiring and challenging thinkers who appreciate that there is much we can learn from the past, and have the skills and the passion for doing so. Through careful planning and the Kapow scheme, we ensure pupils are on 'learning journey' as they progress into the next key stage. Throughout our 'learning journey', we have ensured we have provided a substantive approach as well as making links throughout the topics, e.g. invasion.

In order to ensure our approach is successful, we assess historical skills and knowledge throughout the school. Assessing outcomes in History is rigorous and focused. Teachers plan lessons carefully, considering the ability of all pupils to access source materials and demonstrate their knowledge and understanding. They regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' using Tapestry which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

Elsewhere in the school, all acquired knowledge and experimentation of skills linked to History is recorded in topic books along with a copy of the History Knowledge Acquisition sheets, although cross-curricular writing in English may appear in the children's writing books. Teachers use the outcomes in topic books to assess ongoing attainment and progress. We also use Kapow assessments sheets to track children's attainment throughout lessons.

The History subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the History National Curriculum– Knowledge, Skills and Vocabulary document, and by comparing outcomes seen in books to the national curriculum to ensure progression is seen across the school. From this monitoring, key actions are given to the teacher and are re-visited frequently.

The History subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leader uses the information given to them to hold Governor sub-committee 'Curriculum and Achievement Meetings' each half term. These are in addition to the Pupil Progress Meetings that identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop a love of history. We plan a range of visits to historical locations to provide plenty of opportunities for children to recognise and discover the story of the past. Our visits are topic-relevant, age appropriate and inclusive to all.

Year	Enrichment opportunity and purpose	Topic and term taught
EYFS and KS1	<ul style="list-style-type: none"> Looking back at photographs from when they were younger/parents were younger Parents/grandparents are invited to share old and new toys 	<ul style="list-style-type: none"> Peek into the Past – Autumn Term How have toys changed? – Spring Term
KS2	<ul style="list-style-type: none"> A visit to the National Roman Legion Museum A visit to St. Fagans National Museum of History A visit to RAF Cosford Museum 	<ul style="list-style-type: none"> Romans – Summer Term Stone Age, Iron Age – Autumn Term WWII – Autumn Term

