

St Anne (Stanley) CE Primary School

History 2021 - 22

Vision

St Anne (Stanley) CE School is a safe, welcoming and inclusive environment where we believe History is central to a child's social and moral development. Through studying and nurturing an interest in the past, we aim to develop a child's sense of being, community belonging and cultural understanding based on their historical heritage.

Through teaching a wide range of studies of past societies, local, national and international conflicts, why civilisations have changed and how events in the past have influenced our lives today, children learn to value their own and other people's cultures in modern, multicultural Britain and the wider world.

In St. Anne (Stanley) History makes a significant contribution to Citizenship education by teaching about how Britain developed as a democratic society and how modern British values are underpinned through History.

In learning about and investigating the past, children will develop their skills of enquiry, analysis, interpretation and evaluation, learning to question the historical value of the sources used.

The implementation of this vision is the responsibility of all teaching staff.

Intent

The History Curriculum at St Anne (Stanley) is an inspiring, inclusive and at times practical subject which is underpinned by our school values. We want all of our children to engage in a curriculum that supports the development of the creative, investigative and analytical capabilities of each child.

The aims of History at St. Anne (Stanley) are:

- To foster in children an interest in 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 and people 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 consider social, political and economic factors and how these affected the lives of people within Old Swan, Liverpool and wider British society;
- To understand how Britain is part of a wider European culture and to study some aspects of European and World 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 children's skills of enquiry, investigation, analysis, evaluation and presentation;

To gain a breadth of study and historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term time scales.

Implementation

At St Anne (Stanley), we provide a high-quality History curriculum that embraces individual needs and physical and mental well-being in a safe, enriched learning environment. We understand that a rich and varied environment that supports children's language learning through History and beyond is necessary, so we ensure that subject specific vocabulary is displayed in the classroom and knowledge organisers are provided to support children to work independently.

Early Years Foundation Stage

History in the Early Years Foundation Stage is taught under the umbrella of 'Understanding the World' from the EYFS. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time.

In KS1 and KS2, we follow (and adapt where necessary) the **History Association** scheme of work and in certain year groups the Opening Worlds Curriculum, which allow the teachers to be creative with their lessons, whilst still ensuring all aspects of the National Curriculum are covered. Our History curriculum is taught discreetly with links made to other subjects where appropriate to maximise children's learning. It is taught half termly and alternates with Geography through discrete, meaningful lessons where children learn skills and knowledge to further their understanding. (Year 3 are currently following the Opening Worlds Curriculum so History is taught each half term). Each unit is planned to include opportunities for children to investigate, handle artefacts, examine pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history.

In all classes there are children of differing ability. This fact is recognised and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Providing a range of challenges through the provision of different resources;
- Grouping children by ability and setting different tasks for each group;
- Using additional adults to support the work of individual children or small groups;
- Providing support where individual children have particular gifts or talents.

The History Leader provides long and medium term planning to each class teacher. The teacher produces short term planning, using the 'National Curriculum', the 'Voyagers' scheme and the Opening Worlds Curriculum as a basis and supplementing them with quality resources. The short term plans identify learning objectives and outcomes for each unit and are monitored by the History Leader to ensure planning for progression.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and

international achievements

- Significant historical events, people and places in their own locality
- Changes in Britain from the Stone Age to the Iron Age

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, further develop the appropriate use of historical terms and their understanding of historical concepts. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study – What was important to our local Victorians?
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Has childhood changed over time?
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the Ancient Egyptians
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.

Impact

To guarantee that progress is made for all children in History, the staff at St Anne (Stanley) ensure that we follow the teaching sequence for History. We are able to embed the knowledge required through the teaching sequence and provide relevant and investigative lessons and experiences. We consistently build on the children's prior learning to deepen their understanding and build confidence in their own ability to be resourceful, innovative and enterprising individuals. Every child is given the opportunity to consolidate their skills and understanding by creating their final piece of work for each topic.

At St Anne (Stanley) the purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The quality of teaching and learning throughout the school is consistently monitored through book scrutiny, lesson observations, learning walks and pupil voice.