

# A Guide to History at St Marys

*"We are not makers of History, we are made by History"*  
(Martin Luther King)



## How we organise and sequence our History learning:

History at St. Mary's is built around the Programmes of Study found in the National Curriculum.

### **Aims:**

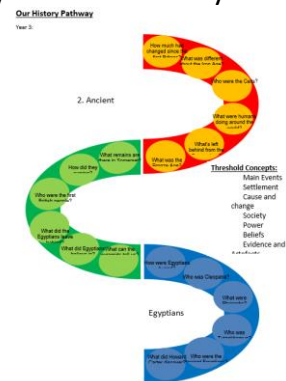
In Key Stage 1, children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- 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 - including a comparison of life in different periods.
- Significant historical events, people and places in their own locality

In Key Stage 2:

- Children will continue to develop a chronological 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 and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information, as well as understanding how our knowledge of the past is constructed from a range of sources.

History is taught in alternative weeks to Geography, so topics are run concurrently over two terms. This ensures that children are receiving History teaching throughout the year, therefore embedding learning into the long-term memory more effectively.



## Recap and Recall

Lessons always start with a recap / recall question(s) on previous learning. This can refer to learning in a previous lesson, topic or previous year group and teachers are encouraged to mix up their recall questions to ensure a wide variety of learning is revisited.

The main body of the lesson follows the suggested content set out in the History pathways and the lesson focus is the question in the pathway. For example:

### Why did the Romans Come to Britain?

The lessons end with an exit ticket style question which either goes in books or is done as a verbal quiz at the end of the lesson.

Each topic has a **knowledge organiser** which children use throughout their learning and as a revision aid should they need it. KS1 knowledge organisers are mostly pictorial.

Our knowledge organisers contain the learning questions that will be covered in a topic and key vocabulary that the children will be studying.

## Threshold Concepts

We base our teaching around 8 Threshold Concepts or “Big Ideas” that come up repeatedly in our History learning.

Over time, the children make links and connections between their learning progressively through each year and develop schema.

### Threshold Concepts in History

At St. Marys, we base our History teaching around the idea of **Threshold Concepts**. These are the big ideas that come up again and again in our learning. By constantly referring to our **Threshold Concepts**, the children make links across topics and identify connections with previous learning.

<b>Chronology</b> 	The order in which events took place.
<b>Causes and changes</b> 	What happened and how things changed as a result.
<b>Evidence and artefacts</b> 	How we know about the past and what objects and sources tell us.
<b>Society</b> 	The impact on people and how they lived.
<b>Settlements</b> 	Where people lived.
<b>Beliefs</b> 	What did people think?
<b>Power</b> 	Who was in charge?
<b>Legacy</b> 	What have we learnt from the past.

The Threshold Concepts are constantly referred to by teachers and visual posters are on display in classrooms so that children can see the concepts they are learning about.

## Fieldwork and Resources

Since the ending of Covid restrictions, a focus moving forward is to have more fieldwork opportunities to support our History learning.

Children are encouraged to use resources such as historical artefacts, conduct online research and consider primary and secondary historical resources to help them understand key concepts.

## Assessment

Topics end with a POP (proof of progress) task which is set out as part of the curriculum topic

This is an opportunity for pupils to independently show their learning within a topic.