



# St Mary's History Intent, Implementation and Impact

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## Intent

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At St Mary's Primary school, we aim to equip our children with the knowledge and tools to explore the fascinating history of the world, both locally and globally. We ensure that they have a coherent understanding of the chronology of events and inspire them to think critically about how these significant events impacted on one another. Children are encouraged to ask questions to better understand how history has affected the culture we live in today and other cultures around the world. We support children to have the courage to think critically, consider evidence and develop perspective and judgement, whilst showing compassion for others.

Specifically, this means following the aims set out in the History National Curriculum.

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.

# Implementation

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## **Breadth of Study:**

At St Mary's we aim for our History curriculum to enhance children's cultural capital by providing them with a range of experiences and knowledge. As a school, we aim to explore local History as much as possible and plan school trips which promote local history as well as world History. We are extremely lucky to be able to make the most of local attractions such as Cheddar Gorge and the Roman Baths. Furthermore, children are encouraged to use their own knowledge and experiences to challenge their own and others ideas. We also make sure we promote a love of reading in our History curriculum by making links across the curriculum where we can such as in Guided Reading lessons.

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics throughout the whole school. The curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

## **Threshold Concepts:**

Our threshold concepts are:

- **Main events**
- **Causes and changes**
- **Evidence and artefacts**
- **Society**
- **Civilisation**
- **Beliefs**
- **Power**
- **Legacy**

At St Mary's we plan using history pathways which set out questions that enable us to teach and explore the threshold concepts for each topic. Some of these pathways involve all threshold concepts, whereas some focus on a smaller selection that are appropriate for the topic.

## **Sequence of Learning:**

After introducing a new topic, staff will elicit what children already know and also what they would like to learn about the topic. They then consider this throughout the sequence of learning ensuring that children have some autonomy over their learning. Teachers will then use their subject knowledge to link children's questions to the History pathways, enabling children to improve their knowledge. Children will start each unit by using a knowledge organiser in their book. This will work as a research tool or visual aid where they need to recall previous knowledge.

Teachers will start all new history topics with a session looking at chronology, making links across the curriculum and referencing other periods of history. This allows children to see links through different parts of history and other key events from local history that may apply.

**Outcome:**

At the end of a topic, the children complete a POP task. Teachers will ensure that children acquire all of the necessary knowledge to be able to plan and create an end product for their pop task. Teachers and children will refer back to threshold concepts throughout their preparation and within their final project. The POP task can then be used to assess how the children have met the objectives of the unit taught.

## Impact

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The POP tasks are designed to demonstrate that the pupils have a good understanding of the topic and that they have developed the key skills required of them that are set out in the History curriculum at St. Marys (end goal milestones.)

Our history curriculum ensures that children are able to show our school values through their history work. They are given opportunities to learn about different communities and those who have been of service throughout history. Children are creative and courageous with their learning and the work that they produce.

Children will leave our school with a wider knowledge of the history of a number of civilisations around the world as well as a stronger knowledge of our local area and the history of Britain. They will have a clear understanding of the chronology of events and will understand how these events have impacted on the world that we live in today.