

---

## HISTORY

---

History teaches us how to learn from the mistakes of others. It helps us understand change and development. History also provides us with a context from which to understand ourselves and others.

"The more you know about the past, the better prepared you are for the future."  
Theodore Roosevelt



### **Intent**

At St. Augustine's School, it's our intention to ensure that by the end of their primary education, our children will have experienced an enriching curriculum in History building up the key skills to enable them to become proficient in the areas of chronology, knowledge, interpretation, enquiry and communication whilst also building upon their ability to ask perceptive questions, weigh up evidence and think critically.

The history curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We hope to equip the children for the opportunities, responsibilities and experiences of later life.

We expect our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.

We enrich their time in our school with memorable, unforgettable experiences and opportunities – this stimulates their interests and passions

We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.



### **Implementation**

The history curriculum is being carefully built, and the learning opportunities and assessment for each year group crafted, to ensure progression and repetition in terms of embedding key learning, knowledge and skills.

History subject specific characteristics, which we expect the children to demonstrate, are being developed. These characteristics underpin all work in history and provide a common subject specific vocabulary for staff and pupils.

These characteristics are:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

- An understanding of the chronology of time and the ability to see how the passing of time is measured in years, centuries and millennia.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

When teachers plan for History, they ensure that the vocabulary introduced to the children is age appropriate for the skills they are teaching and that this vocabulary builds up progressively from YR to Y6, developing the language of history. The vocabulary is specific to the study of history but is also specific to the period studied.

The curriculum is structured in such a way that the children build upon previously acquired skills progressively. They are required to recall previous learning to help them develop their skills further. By working in this way, we aim that when they leave us in Year 6, the children are prepared to further their enjoyment and experience of History in Secondary School.



### Impact

- The impact of our curriculum is that we have children who are equipped to participate fully in the next stage of their learning in History.
- Children are provided with fluency of skills and knowledge, equipping them with the ability to apply their learning to other areas of the curriculum.
- To help achieve high expectations, the History curriculum is monitored by the History Co-ordinator who carries out lesson drop-ins, book looks and pupil voice using the key questions identified in the skills development plan. In working with teachers, the curriculum is evaluated ensuring that the children gain the best History provision that we can give them.