St Jude's C of E Primary School's Subject Stories
History

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

Intent

At St Jude's we aim to use a holistic approach to our learning through relevant and exciting topics which inspire pupils' curiosity to know more about the past. In history, we are clear that Intent is the knowledge and skills the children acquire in our curriculum, which builds towards clearly defined end points.

In the **EYFS**, children are taught 'Understanding the World' where they can begin to make sense of their physical world and their community. In Reception, the children learn how things have changed over time and understand the past through settings and events encountered in books read in class. They use exciting stimuli to provoke discussion around similarities and differences between the past and now.

In **key stage 1**, our children develop an awareness of the past, using common words and phrases relating to the passing of time. They learn about key people and events and where they fit within the chronological framework they have previously learnt. Our children are able to identify similarities and differences between ways of life in different periods, and can describe some ways in which we can find out about the past.

In **key stage 2**, our children continue to build upon their prior knowledge and skills of British, local and world history. They note connections, contrasts and trends over time and develop their use of appropriate historical terms. They regularly address valid questions, selecting and organising relevant historical information, as well as devising their own.

By the end of their time at St Jude's, we aspire for all of our children to have:

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

Implementation

There is a strong focus on the use of resources within history lessons, with each class within the school having access to a range of resources that will deepen their understanding of different areas of the history curriculum. Carefully planned lessons are taught as a sequence of lessons, which allows children to build their understanding of the past.

In Reception, children are deepening their understanding of the world around them through focused activities with an adult and in their classroom through continuous provision. Children are encouraged to discuss similarities and differences between past and present through the use of stories, texts and images they are exposed to. Their classroom environment is carefully planned and resources to provoke curiosity and fascination, and draw upon previous experience and learning.

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In key stage 1 and 2, history lessons are skill-based and interactive, enabling the children to become familiar with a range of resources and key historical vocabulary. Children are encouraged to ask questions and research, using a variety of sources to find out more about the past. **S**trong cross-curricular links are established across the curriculum, which ensure that connections are made and the children's learning is embedded. Lessons are carefully planned to ensure progression and cumulative learning, and opportunities are regularly created to retrieve prior knowledge. We value to impact of talk and discussion in St Jude's; therefore lessons are designed to include plenty of opportunity for children share their ideas, ask questions and engage in debate.

When possible, children take part in trips to consolidate their learning and make experiences more memorable for them. At St Jude's we aim to have opportunities for children across the school to share their learning with one another. Class assemblies take place every year and give children the opportunity to show case their learning.

Impact

- ✓ Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary
- ✓ Children are curious about different historical work and play an active role in determining the final whole school half-term topic of the year
- ✓ Curriculum Steering Group have held meetings and had discussions in order to plan skills for the final topic of the year
- ✓ In Reception, Tapestry will show observations of children's understanding of the past and their increased range of vocabulary to describe the world around them

If you were to walk into History lessons at St Jude's, you would see:

- **A wide range of historical artefacts being used to engage children and provide greater depth and understanding to a topic –** Each year group has access to a wide range of physical artefacts and books to support their learning, these are used throughout our sessions to ensure interactive and inviting lessons.
- **Discussions and activities that go beyond looking at significant people – Children are introduced to a diverse range of people and learn about their differing experiences.**
- **The use of key vocabulary throughout the school and children taking ownership of their learning –** Children are able to use vocabulary independently and present their findings from each half term in a format that allows them to be creative.

Pupil Voice

Year 1 Pupil: 'I loved learning about old and new types of transport and cannot wait to go to the transport museum!'
Year 5 Pupil: 'We acted out the Battle of Marathon which helped us write a script about it.'
Year 6 Pupil: 'We are learning about the Victorians and visiting the Ragged School Museum helped me with my learning as I was able to experience the conditions for myself.'

An example of skill progression within our History curriculum

History aspect: Using sources to aid our understanding of historical concepts and events						
Reception:	**Year 1:**	**Year 2:**	**Year 3:**	**Year 4:**	**Year 5:**	**Year 6:**
Able to link own experiences to events learnt. →	Find answers to questions about the past from simple sources of information. →	Ask and answer questions, choosing and using parts of stories and other sources to show key features of events. →	Using specific vocabulary and sources to describe the outcomes and memories of key events in his/her life. →	Using sources of information in ways that go beyond simple observations to answer questions about the past. →	Compare and contrast sources of information available for the study of different times in the past. →	Construct informed responses that involve thoughtful selection and organisation of relevant historical information

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Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavor to fulfill these in every curriculum area, including history. Within this subject, we will ensure:

- Where appropriate, history lessons will focus on a diverse range of genders, ethnicities, social classes, religions and localities, in order to gain an insight into the diversity of people's experiences at different times in the past.
- In order to provide a holistic understanding of the past, teachers encompass a diverse range of people's experiences and roles in history.
- Other opportunities are utilised to explore, promote and celebrate diverse figures, such as Family Learning Projects, Home Learning activities, newsletter items, Twitter posts, World Book Day, Science Week, and local community events.

Remote learning:

Whilst children are learning remotely, the following approaches are taken to ensure history teaching and learning is consistent and of a high quality:

- Staff continue to provide weekly humanities lessons focussing on a history or geography skill, linked closely to their topic for the half term.
- Lesson slides are consistent with those provided in school and have video or audio guidance attached when appropriate.
- Prior learning is recapped so that pupils learning sticks with them.
- Key websites to engage children with their topic are shared.
- Pupils upload one piece of humanities learning per half term which is given feedback by staff.

Outstanding examples of learning

Year 2 at the London Fire Brigade museum

Year 5 experiencing life as an evacuee

A winning Family Learning Project

Successes in 2020-2021

- ☺ Humanities diversity plan saw an increase in diversity across the geography curriculum in all classes at St Jude's.
- ☺ Geography sessions remained in place during remote learning and quality of these sessions remained to a high standard.

Priorities for 2021- 2022

- ◎ To continue to use knowledge organisers to aid the knowledge and understanding of themes taught every half term.
- ◎ To continue to use the humanities diversity plan to ensure that there is a wide range of people's experiences being taught across all year groups at St Jude's.