



History at St. Michael's

At St Michael's the study of history ignites children's curiosity about the past in Britain and the wider world. The pupils will find out about how and why the world, our country, culture and local communities have developed over time while developing an understanding of how the past influences the present. Our History curriculum enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values which can also be related to our school values and My Personal Best approach. The history curriculum at St Michael's draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. It also provides pupils with opportunities to question, debate and think critically about their past and how these events may have affected their present and futures.

Curriculum Implementation

We follow the National Curriculum which ensures we offer a range of historical content and knowledge. In addition, our curriculum uses an overarching enquiry question for each unit and concept knowledge threads which aim to create a narrative for the children to build upon their existing knowledge and schema. Pupils at St Michael's will also take part in themed days organised by external companies which will contribute towards a child's cultural capital.

The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain 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 timescales.

EYFS

As part of the Statutory Framework for the Early Years Foundation Stage (2021) children at St Michael's will begin to learn about History through Understanding of the World. Understanding of the world consists of 3 areas; *Past and Present*; *People, Communities and culture* and *The Natural World*. We will scaffold the children's learning and development by following the interests of the class as they play and explore in the world around them. We will therefore cover a range of child-initiated themes but within these we will also spark children's interests in History by providing links to historical events and important people of the past through different adult led learning opportunities. This will allow them to comment on similarities and differences and how we have changed. This allows us to begin the ability to investigate, enquire and find out information. Providing us with the groundwork for KS1.

Understanding the World	<ul style="list-style-type: none">• Comment on images of familiar situations in the past• Compare and contrast characters from stories, including figures from the past
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By the end of Reception children should be able to:

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key stage 1

Key Stage 1 is designed to think about the pupil's locality and the introduction of key Historical skills they will need throughout their history education. Pupils are introduced to a chronological framework, continuity and change, sources and significant individuals. They will also develop an awareness of the past, using historical vocabulary and phrases related to the passing of time. Children will begin to understand ways in which we can find information about the past and different variations of how it is presented. The content and periods of time are chosen secondary to the historical skills. The KS1 curriculum takes the skills we need and then builds the content around them. The units within KS1 are often introducing children to historical periods they will study in Key Stage 2. For example, Queen Victoria in Year 1 and The Victorians in Year 5.

National Curriculum - KS1	<ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally which in St Michael's is the Gunpowder Plot, Great Fire of London and significant individuals such as Florence Nightingale.
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Key stage 2

History teaching is based on:

- Historical interpretation
- Knowledge and understanding of events, people and changes in the past
- Chronological understanding
- Historical understanding

At St Michael's the children study British history in chronological order. Beginning with the Stone Age to Iron Age in Year 3 and ending with World War II in Year 6. Pupils will also be taught Ancient Civilisations in chronological order and made aware of any periods of time which run concurrently. Our curriculum involves repetitive teaching of the key concepts in history with each unit being designed with practice, retrieval and reinforcement. Pupils will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Using a range of sources, the children construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Curriculum Impact

By the end of each key stage pupils are expected to recognise, apply and understand the skills and processes specified in the relevant National Curriculum documents. At St Michael's we use ongoing skills assessment to determine children's understanding and to inform teachers planning. Each part of the History curriculum is reviewed on a termly basis by the subject leader and pupil attainment is shared with parents through termly reports.