St. Mary's Church of England Primary School, Fownhope

The Teaching of History

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

Our philosophy for teaching History:
At St. Mary's we aim to fire curiosity in children about the past and present history of Britain and the wider world through providing a broad, balanced, relevant and exciting history curriculum where children will develop a sense of chronology of significant events and people, using a range of resources. We want them to ask questions, be inquisitive and develop enquiry skills. Most importantly, we aim to foster a sense of identity and increased understanding about their own position in their community and the world. At St. Mary's we provide equal opportunities for all children through careful planning, nurturing high self-esteem and celebrating achievements.

Year Group	Intent – what we want to achieve (National Curriculum objective)	Implementation - what it looks like in the classroom	Impact – how we measure success and what we will see
Early Years	**Understanding The World** **ELG 13 People and Communities** Help children to: • make sense of their physical world and their community. • Increase their knowledge and sense of the world around them. • foster their understanding of our culturally, socially, technologically and ecologically diverse world. **ELG 14 The World** • extend their familiarity with words that support the understanding of history • comment on images of familiar situations in the past • compare and contrast characters from stories, including figures from the past.	• from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters • listen to a broad selection of stories, non-fiction, rhymes and poems • enrich and widen children's vocabulary through discussion	• listen attentively and respond to what they hear with relevant questions • hold conversations with their teachers and their peers • children will be able to discuss the concept of before living memory and in living memory

Key Stage 1 **Key Stage 2**	**Refer to KS1 planning documents**. This is the knowledge and understanding gained at each stage: Pupils should be taught about: • changes within living memory • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality **Refer to KS2 planning documents.** Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots	**This is how it works:** • Half-termly or whole term planning using Twinkl, Hamilton Trust, Keystage2history.com, BBC Schools, Mr T does history, Grammarsaurus, Literacy Shed clips, Horrible Histories, Espresso, Mr Donn, primaryhomeworkhelp.com, LCP, Facebook groups and other internet resources. • link to other areas of the curriculum where possible • knowledge and skills are regularly embedded each year through having access to knowledge organisers. • work will be displayed in class or recorded in books • collaborative work as a whole school community will take place during the year and displayed **We aim to ensure all staff will:** • positively model ideas • instil a love of learning and discovery • create a learning environment that is supportive and well-resourced • take opportunities to develop links with outside agencies and local high schools, where possible **We aim to ensure all learners will:** • continue to develop a secure chronological knowledge and understanding of British, local and world history • use a variety of historical terms to discuss the work that they have covered • use a range of sources, to understand how our knowledge of past is constructed	**Children will:** • discuss the past, comparing similarities and differences between different periods, using a wide vocabulary of historical terms • know where people and events fit within a chronological framework • be happy and engaged **Teachers will be able to know the impact through:** • photographic evidence • verbal discussion and feedback between staff and children • self and peer assessments of work • improved use of skill with tools

	• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study of Fownhope/Hereford • a significant turning point in British history, for example, the first railways or the Battle of Britain • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	• devise historically valid questions about change, cause, similarity, difference and significance. **This is how we will support:** • ensure access for all learners • identify children who have special needs and provide 1:1 support, group or partnered work. • challenge some children through differentiated activities. • plan for children to work individually, in pairs and groups, to work together, discuss, organise and communicate their findings **The subject leader will:** • provide support and resource links for staff • monitor progression and observe lessons • discuss the impact of the teaching taking place. **Trips:** • Big Pit Mining Museum • Pembroke Castle • Castell Henllys Iron Age Hill Fort • Tour of Hereford's local history • Hereford Cathedral • Fownhope Church • Local historical exhibitions • Tower of London • Jorvik Viking Centre • York Minster	**How we measure impact:** • through questioning and discussion • child-led assessment such as criteria grids • targeting next steps in learning through marking Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and summative assessments aimed at targeting next steps in learning. Learning environments will be stimulating and encourage revision of key vocabulary, chronology of key events, places and people.