



History Curriculum Statement

Intent

At St. Mary's Catholic Primary School, we promote the use of a knowledge-rich curriculum to serve key principles of cognitive science. Scientific research has shown that knowledge is essential to the development of reading comprehension and critical thinking. Research has also shown that those who are rich in knowledge gain new knowledge quicker and more effectively. We therefore place the acquisition of knowledge at the heart of the learning process. The History curriculum will operate at two time levels: the then and the now so that the children are actively experiencing the history while also developing skills that are relevant to their future lives.

Pupils will secure a significant historical perspective by placing their growing knowledge into different contexts and understand connections between local, regional, national and international history. Our History curriculum is sequenced coherently so useful knowledge builds through two distinct strands: Ancient and World History and British History. As a result of the accumulation of essential knowledge, pupils' cultural capital and historical disciplines will be substantial and will provide a secure foundation that will enable them to succeed in the next stage of their education.

At St. Mary's, we consistently promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world and their responsibilities to the environment. Newcastle-under-Lyme has its own rich history and the children need to understand it in the context of Britain's past and the wider context of the global community of which they are present. When done well, cross-curricular learning offers great potential for children to reach across subjects, connecting learning within and across domains of knowledge. We plan for coherence through planned progression – mapping out the way propositional and procedural knowledge will develop.

Implementation

History

Our History curriculum aims to ensure that all children:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate children's curiosity to know more about the past.
- Learn how to ask perceptive questions, think critically, consider evidence, sift arguments and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Overview

Key

	Ancient & World History
	British History

	Learning Block One	Learning Block Two	Learning Block Three	Learning Block Four
Year One	Toys Past & Present		Castles	
Year Two		Guy Fawkes & Gunpowder Plot		Seaside Holidays
Year Three	Prehistoric Britain		Invaders & Settlers: Romans	
Year Four		The Mayans		Anglo-Saxons, Picts & Scots
Year Five	Ancient Greeks		The Ancient Egyptians	
Year Six		World War II		The Role of Women

EYFS

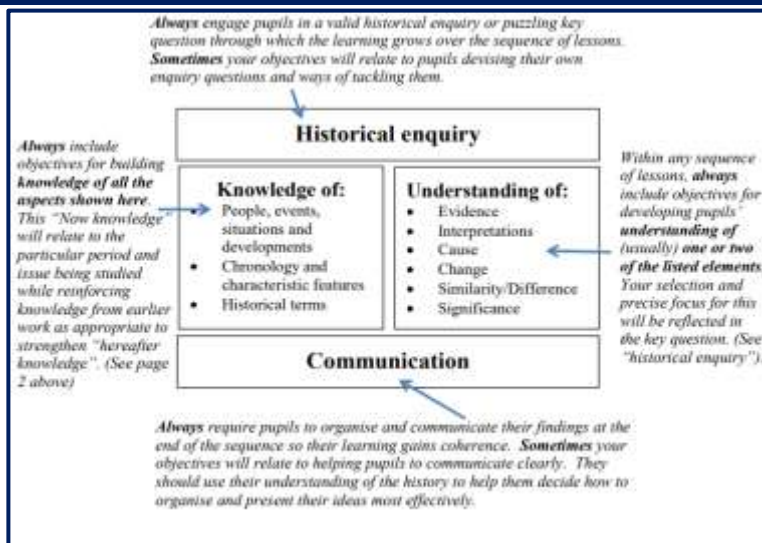
The teaching of History is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skillful interactions and questioning. Throughout all of these areas of learning and at the heart of our EYFS are the characteristics of effective learning (TBC).

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through: comprehensive middle leadership development, a focus on developing all teachers' subject knowledge, historical and geographical pedagogy and the provision of high-quality planning resources. Links are made with Christ the King Catholic Collegiate to share resources and knowledge. CPD is delivered in conjunction with the History departments at Saint John Fisher.

Teaching Style

Excellent teaching, within St. Mary's Catholic Primary School, is based upon two key principles: research on the classroom practices of master teachers and research on cognitive supports to help pupils learn complex tasks. The child is encouraged to engage head, heart and hand, the 3 domains to learning are the emotional, the social and the cognitive. In addition to this, staff use an enquiry based approach with the use of a 'hook' to draw children into the lesson. We consider these enquiries/questions and allow the children to discuss them in depth. This allows them to challenge their own ideology and build greater recognition. Through such discussions, St. Mary's enhances the children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment; focusing on the enquiries with lenses of critical, caring, collaborative and creative thinking. The children are comfortable with epistemic uncertainty because they understand that the dilemma is more important than being right. Lessons are designed so that they start with a recap on previous learning. During the lesson the children also have an opportunity to retrieve information for the input that will deepen their metacognition.



Progression in Primary History, James Byrom

Quizzing

The benefit of retrieval practice is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010). Low-stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect to ensure content is retained for the long term instead of being forgotten soon after the lesson or unit has ended. We believe that regular low stakes testing/quizzing helps and it is better if that testing is spaced or looped. We know that interleaving information - interrupting it with unrelated information but then coming back to its original focus of study – seems to be effective. It is more effective when it is interleaved with material that is in some way conceptually or thematically connected

Lesson Plans

Each unit consists of six or seven, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as 'minimally guided instruction'. In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge. Planning to situate children within stories in which they work through dilemma can be an extremely effective way of interleaving information. We can use the narrative to interrupt and reinforce the learning as well as deploy questions both in and out of role to practise retrieval. Opportunities for movement, like narrative, is also a way of children retaining information; most powerful when it is usefully combined with knowledge to aid conceptual understanding.

Flipcharts

Each lesson includes a slide show to support the teacher in delivering the content of the lessons clearly and precisely. The slides aid pupil memory by making effect of 'dual coding' (Paivio 1986; Mayer & Moreno, 2003). Dual coding can improve the absorption of new knowledge without increasing pupils' cognitive load, with the benefits of receiving explanations through both visual and auditory channels being well established in research literature.

Big Questions

At the end of each unit, pupils will answer a Big Question in which they are required to draw upon knowledge learned throughout the unit. This ensures that pupils are able to synthesise and elaborate on the knowledge that they have acquired throughout the unit, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade and consider multiple perspectives are crucial but ultimately domain specific, and so each question allows these skills to be contextualised within the knowledge taught during the unit. Answering these questions strengthen the storage strength of the material learnt, whilst helping knowledge to move from inflexible status to being more flexible.

Cross Curricular

Wherever possible, the History Curriculum is enhanced by interweaving content through other subjects. To understand Britain today, pupils will have a secure understanding of how historical events have created the world and societies that

we know today.

Impact

History

By the end of the curriculum, all pupils will have a coherent knowledge and understanding of Britain's past and that of the wider world. Children will have acquired the skills of being able to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement.

This will be assessed through a multi-faceted approach including: half termly quizzes pre and post units of study, skillful questioning lesson by lesson, weekly retrieval practices, and summative disciplinary tasks such as answering the Big Question at the end of each unit. These will be moderated across year groups within the school as a form of summative assessment and means of ensuring progression throughout the curriculum. Leaders will monitor the quality and impact of the curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.