

## History Curriculum

*At St John's we work hard and aim high and are good friends to each other.  
Our Christian school is a happy place where learning together is fun.*



### INTENT

*History intends to prepare each student for their next phase of education whilst at the same time giving all students a memorable broad and balanced view of the History of Britain and other societies. They should develop a mental timeline of the periods studied.*

*We want to offer a history curriculum which provides a sequence of lessons to ensure there is a progression of skills and concepts required by the national curriculum. Our pupils should develop the disciplinary knowledge of history and the skills and concepts which are transferable to all periods of history being studied which will equip children for future learning.*

*We want to make History come alive and for that reason we will study our rich local history. Burscough has an interesting past with the development of the canal system and a historic link to both World Wars, with the war horses at Latham Park and the Fleet Air Arm at the Ringtail site. Further back in time, Latham and Rufford Hall are linked to the Tudors and the Civil War.*

*We develop children with the essential characteristics to help them become historians. To do this we have divided historical skills and concepts which are revisited throughout our curriculum;*

- *Historical Interpretations – cause, consequence and change*
- *Historical Investigations – similarity / difference and historical significance*
- *Chronological Understanding – substantive knowledge, interconnecting different periods of time*
- *Knowledge and Understanding of Events, People, Places and Changes in the Past – where appropriate, common concepts such as ‘invasion’, ‘monarchy and power’, ‘households’ ‘poverty’ and ‘leisure’ will be re-visited to allow children to compare different periods of time.*
- *Presenting, Organising and Communicating.*

### IMPLEMENTATION

*The curriculum is led and overseen by the History Lead who has a regular programme of monitoring, evaluation and review, and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.*

*In order for children to know and remember more in each area of history studied, there are opportunities for the revision of facts and historical understanding built into lessons. Through*

revisiting and consolidating skills, our lessons help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. The vocabulary is then included in display materials.

In EYFS and KS1 the historical skills will focus on the world around them and their living memory of history before moving to events beyond living history. This will ensure a firm foundation for KS2 history.

In KS2 the history curriculum is set out broadly in chronological order to allow children to reference previous events in time and to refer to this prior learning, year on year.

Each lesson is generated by a question. This promotes the use of evidence to investigate historical questions so that students are given the opportunity to see that history is not just a collection of facts, but a constructed set of arguments. In the light of contradictory evidence, pupils are asked to reconsider their views, learning that interpretations of the past can change based on available historical evidence.

Where appropriate, stories will be used as an effective way to develop

We intend to inspire pupils to develop a love of history and see how it has shaped the world and community they live in, bringing History alive enhanced by school trips where appropriate e.g. Rufford Old Hall when studying the Tudors and Liverpool Museum to see real Egyptian artefacts.

Children with SEND are entitled to learn the same curriculum as others in school, though we may have to adapt how they are taught, not what they are taught.

## **IMPACT**

Our History Curriculum is high quality, well thought out with links to our own community and is planned to demonstrate progression.

The learning environment across the school will be more consistent with historical vocabulary displayed, spoken and used by all learners.

Impact can also be measured through key questioning skills built into every lesson, child assessment such as success criteria, summative assessments at the end of each topic and a reflection of the standards achieved against planned outcomes for each key stage in the 'Children can' section of the History Progression of Skills' document.

Pupils are formally assessed against KLIPS (Key Learning Indicators of Performance) to ensure all pupils make good progress in science according to the National Curriculum. The History Co-ordinator monitors this throughout the school.

Children should be able to talk enthusiastically about their learning in history.