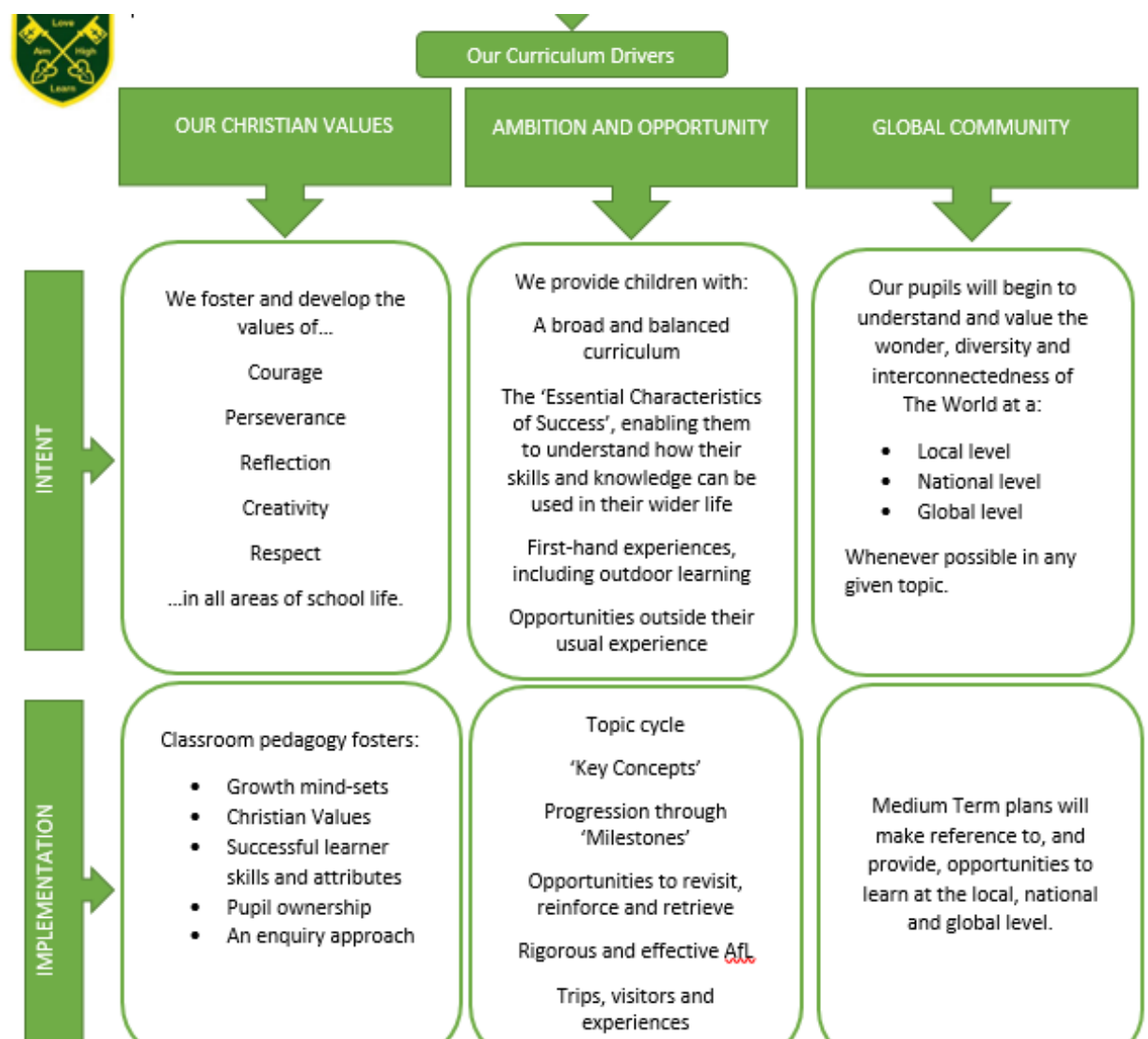


How We Teach History at St Peter's

1. Intent

History, as a subject, is well suited to provide a vehicle where pupils can realise the school's vision. More specifically, they will have a chance to learn about past people and past events at a local, national and global level. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. The pedagogy employed in History is termed 'Historical Enquiry' which naturally lends itself to team work, the development of growth mind-sets and Christian Values.

1.1 'Historical Enquiry' – A Pedagogy



Central to the study of History is the chance for children to investigate 'Their Own Questions'. At St Peter's we spark their interest in an area of History, give them the background knowledge to ask good historical questions. Teachers then facilitate enquiry into those questions, to hold the pupils' interest. However, teachers also explain to pupils that there is a requirement to cover The National Curriculum and that staff will also lead the direction of the children's enquiries to meet those expectations.

2. Implementation - The Essentials Curriculum – Chris Quigley Approach

At St Peter's, The Essentials Curriculum allows us to turn the intent of 'Our Curriculum Drivers' in to reality for the children. From The 'Driver' – AMBITION & OPPORTUNITY – we use 'The Essential Characteristics' of a Historian to be the driving force behind the activities we plan and teach.

The simple premise here is:

'If you have the ambition to be a Historian, these are the most important characteristics you will need in the future.'

2.1 Implementation - Curriculum Structure

- **Essential Characteristics**

The things you need to show, do & understand to be a Historian.

- **The Key Concepts**

The biggest ideas we can work at whilst we develop The Essential Characteristics.

- **The Context**

The people / eras / topics we are going to study as we develop the above.

- **The Milestones**

The Essential Characteristics broken down into a progression of descriptors. Do them and you'll gradually achieve those Characteristics.

2.2 Key Concepts

In every History Topic the children will be developing four Key Concepts, within which they will have the opportunity to develop their Essential Characteristics. The level at which the children are expected to operate is described in detail at 3 Milestones (Yr2, Yr4 & Yr6).

- **Investigate and interpret the past** - this concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** - this concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology** - this concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically** - this concept involves using historical vocabulary and techniques to convey information about the past.

2.3 How We Ensure the Correct Coverage

A Topic Based Approach

In order to ensure we have cross curricular links and the opportunities for purposeful, quality outcomes St Peter's operates a 'Topic Based Approach' to curriculum organisation. However, some subject content doesn't lend itself to being taught in a 'Topic Approach' and is taught discretely in its own right (e.g. much of maths and many areas of Science, RSHE or RE. In the case of these discrete elements they have been planned out within the system outlined below as separate elements.

Our Rationale for Topic Choice

- History has generally determined a lot of our Topic choices.
- History is one of the few foundation subjects where specific instructions in N.C. are given about what knowledge should be covered.
- In KS2 History there are 8 areas to cover specified in the National Curriculum: 2 per year for the 4 years in Key Stage 2.

Therefore:

In Key Stage 2:

Each school year we will have:

- **TERM 1 - A HISTORY LED TOPIC**

The main driver for one term in each year of Key Stage 2 is History.

- **TERM 2 - A MINOR HISTORY PROJECT**

A smaller History Topic should be allocated ¼ of the Humanities timetabled time in a second term per school year.

In this way, the 8 major areas of History identified in the National Curriculum for KS2 are taught over the 4 year period of the Key Stage because there are 2 History topics per year.

In Key Stage 1:

Each school year we are more fluid, in Class 1 & 2, but the same general principle applies – at least one of the topics in each school year is mainly driven by History.

CYCLE A – The Great Fire of London

CYCLE B – Transport

CYCLE C – I Remember & Castles

Elsewhere in the academic year the cross curricular nature of EYFS & KS1 means pupils 'bump into History' where it fits in appropriately in their learning journey. The N.C. specifies that pupils should be taught about:

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: e.g. CYCLE C – I Remember
- ♣ Events beyond living memory that are significant nationally or globally: e.g. CYCLE A – The Great Fire of London
- ♣ 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: e.g. CYCLE A – Superheroes, India; CYCLE B - Africa
- ♣ Significant historical events, people and places in their own locality: e.g. CYCLE C – I Remember & Castles

For more information see: **KS 1 TOPIC CYCLE DOCUMENT WITH RATIONALE FOR TOPIC CHOICES**

This has led to us ensuring:

- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

2.4 Assessment in History

Assessing whether pupils have learnt what they are expected to learn (as laid out in the Milestone descriptors) will essentially be a practical 'Assessment for Learning' based approach, at St Peter's.

In order to keep teacher workloads manageable, staff are not expected to keep records of individual's attainment for each of the descriptors within the milestones.

Instead, teachers are expected to use their time to use their 'on the spot assessment' to inform them of what to do next. In lessons this 'on the spot assessment' will result in instant feedback for pupils to guide them on to the next step they need. Or it may result in the lesson being modified to achieve the optimal amount of learning.

After lessons, teachers are encouraged to use their Formative Assessment to set up the next learning experience for the children. Written feedback should only be given if it's useful to the child and they use it to move their learning on. Verbal feedback in the lesson or spending the time really thinking out the next lesson, so it has maximum impact, should be given highest priority.

Self- assessment is used as a powerful tool for teachers to keep track of each pupils' learning and success criteria are ticked off or R.A.G. rated by pupils. This also involves the pupil in the learning journey.

To ensure the standard of work and knowledge/ skills acquisition is in line (or exceeding) national expectations, regular monitoring will be done by The Subject Leader. In depth pupil interviews (with books), planning scrutiny and work scrutiny* assesses whether the children have learnt what we set out to teach. Finding will be fed back to staff and governors – and where we can improve further, we will.

* This will be done by random sampling across different groups of children (Gender, age, SEN, PP, etc) to ensure it is an effective but realistic process.