

"The more you know about the past, the better prepared you are for the future" (Theodore Roosevelt)



Intent

At St Edmund's we aim to use a holistic approach to our learning through relevant and exciting topics that link to furthering the children's historical understanding.

The National Curriculum for History states:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Our aim at St. Edmund's is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

In providing a broad, balanced and differentiated curriculum, accessible to all, we are ensuring the progressive development of historical concepts, knowledge and skills in order for the children to develop a love for history. Our history curriculum shows strong cross curricular links with the texts used in English and links with Music, Art and PE to ensure the children's learning is embedded within a theme. In EYFS the main focus of Knowledge and Understanding of the World is for children to discover the world around them and develop their understanding of how other people are different from them.

History teaching at St. Edmund's has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live today.

Implementation

The history curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage

To ensure high standards of teaching and learning in history, we implement a curriculum that is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way throughout the whole school. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on prior knowledge. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers use this document to plan their history lessons suitable to their class's previous learning and range of abilities. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.



The children are also given a variety of other opportunities for history learning outside of the topics in each year group. There is a school history board which has current themes each month and the children are invited to contribute to these.

Other national celebrations are marked with whole school events such as VE day or the Queen's Golden Jubilee, for example. Educational visits are another opportunity for learning for each class every year. In addition, each class has the opportunity for a class outing or a visitor in linked to a history topic.

Impact

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

The impact of our history teaching will be shown by:

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- Children will have an increasing chronological knowledge and understanding.
- Children will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

If you were to walk into a History lesson at St Edmund's, you would see:

- Children engaged in historical learning through discussions, enquiry and investigations.
- Children using primary and secondary sources such as artefacts and photographs to generate the above and facilitate their learning.
- Key vocabulary displayed and the children using it within the lesson to show their understanding.
- Children participating, learning and expressing themselves through a range of activities - writing, art, drama, games.

Pupil Voice: "Why is it important to learn about history?"

Year 1: 'It is really interesting.' 'It is fun.'

Year 2: 'So when you're older and asked 'Do you remember what happened in 1666?' you know.'

Year 3: 'So if our children ask we can tell them.'

Year 4: 'You find out about the ways people used to live.'

Year 5: 'So that we learn from other people's mistakes.'

Year 6: 'We can find out what sort of discoveries were made during our ancestors' lifetimes.'



An example of skill progression within our History curriculum

History aspect: Historical interpretation						
Reception: Compare and contrast characters from stories, including figures from the past. Talk about what people do to 'mess' up the world and what they do to look after it	Year 1: Begin to identify and recount some detail from the past, using sources, e.g pictures, stories, photos, school photo albums, school log book, school book of memories.	Year 2: Compare pictures or photos of people or past events. Use a variety of sources, e.g eye witness accounts, photos, artefacts, buildings, visits. Understand why some people in the past did things.	Year 3: Identify and give reasons for different ways in which the past is represented. Begin to distinguish between different sources and evaluate their usefulness. Look at 2 versions of the same event and identify differences in the accounts.	Year 4: Look at the evidence available and begin to evaluate the usefulness of different sources. Give reasons why there may be different accounts of history.	Year 5: Compare accounts of different sources. Fact or fiction. Give reasons for different versions of events. Know that people (now and in the past) can represent events or ideas in ways that persuade others.	Year 6: Understand that the past has been represented in different ways. Consider ways of checking the accuracy of interpretation- fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Give plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.

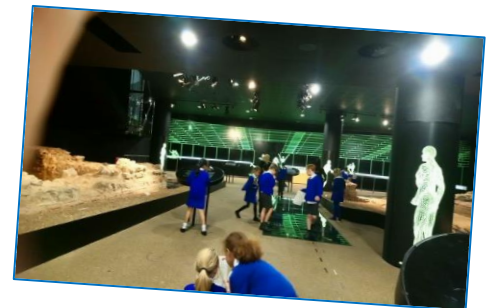
Examples of learning



Year 1 boat models for Christopher Columbus topic.



Year 2 re-enacting The Great Fire of London (Workshop led by London Fire Brigade)



Year 4 visit to The Museum of London

Successes 2019 – 2021

- ☺ 80th Anniversary of the school – every class learnt about the history of the school and heard accounts from past pupils or members of staff about how the buildings and school life had changed. Commemorative PowerPoint produced by year 5 pupils to mark the event.
- ☺ Whole school Mass on the field to celebrate the 80th birthday of the school.
- ☺ Year 3 & 4 visit to Kneller Hall for final Remembrance Day service.
- ☺ School involvement in VE day project even with lockdown.

Priorities for 2021 - 2022

- 🎯 To further develop topic boxes containing artefacts and books for every topic for each class.
- 🎯 To raise profile of our local history and to ensure progression of this throughout the school.
- 🎯 Monitor teaching of History across the school using updated whole school curriculum map to ensure consistency and progression of knowledge, skills and vocabulary – so that children learn more and remember more.