

## Philosophy

At St Mary's, we believe the study of history inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live, and that of the wider world. They will work as historians where they will critically analyse different sources of information. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

Children's natural curiosity about the past should be directed and supported through skills which develop their knowledge and understanding of historical events. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.

The History curriculum at St Mary's First School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used to, promote their spiritual, moral, social and cultural development. The history curriculum is structured to ensure that current learning is linked to previous learning, and that the school's approaches are informed by current pedagogy.

The teaching of History should incorporate the school's Christian ethos of love and respect for others and how we should follow the ways of the Good Samaritan. We seek to inspire a curiosity and fascination about the past which will remain with the children for the rest of their lives, equipping them well for further education and beyond.

## Aims

For our children to leave us with:

- \* An understanding that history is our record of what happened, when and why.
- \* An awareness of how the past has influenced the present.
- \* The ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- \* The skills to support their ideas by referencing first and second hand sources.
- \* A coherent knowledge and understanding of Britain's past, and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past.

Pupils' spiritual development will be enhanced within the subject by fostering:

- \* *A sense of transience and change*
- \* *Awareness that life involves moral choices*
- \* *Awareness of paradox and unease*
- \* *Empathy with others*
- \* *A spirit of enquiry and open-mindedness*
- \* *Recognition that a person's actions and decisions have consequences*
- \* *Excitement of new discovery and invention*

## Objectives

- \* To acquire the skills of deduction, perception and enquiry.
- \* To develop chronological understanding.
- \* To develop and use appropriate vocabulary to discuss and describe historical events.
- \* To provide knowledge and understanding of events, people and changes in the past through first hand experience wherever possible.
- \* To recognise the range of ways in which history is represented.
- \* To use historical evidence in order to ask questions and from which to gain information.
- \* To realise that opinions and arguments must be supported by evidence which may lead to no one right answer.
- \* To understand that there is diversity of human experience and to understand more about themselves

- \* To use a range of resources including timelines, maps, artefacts, photos and written sources to develop a historical vocabulary.
- \* To teach Tier 2 and 3 vocabulary within the lesson and assess its retention through vocabulary bullseye boards.
- \* To develop oracy skills in discussion and presentation
- \* To introduce children to a variety of different job roles linked to each lesson/topic to inspire them.

### **Guidelines**

There should be a range of sources of evidence available to interpret.  
A timeline will be displayed in every classroom.  
History should be examined from a range of perspectives - political, economic, social, religious or cultural.  
Children will have the opportunity to communicate their knowledge, understanding and findings, in a variety of ways, including drama and technology.  
The skills of deduction, perception and enquiry should be developed through a range of activities.  
Links to aspects of British Values should be made, to enable children to understand that what we learn about events in the past can influence decisions, personal choices, values and decisions that we make in the future.  
Speaking and listening opportunities are provided using talk partners/pairs/group activities where possible.  
Non-fiction texts in the classroom will be based on the topic, from topic boxes or the library.  
Visiting non-fiction texts will be in the book corner.  
Historical non-fiction texts will be available within other areas of the curriculum, such as in English text examples or as guided reading texts.  
Opportunities will enrich the learning with trips and visitors as well as artifacts and the use of ICT

### **Monitoring**

Subject Lead, Senior Management and Governor's Curriculum Committee

Formulated by Subject Lead January 2024

Agreed by all Staff

Next review January 2026