

Curriculum Position Statement 2024 - 25



Subject	History
Subject Lead	Miss Katie Marshall
Date took over role	2024
Curriculum Statement After taking over as History lead, much of the curriculum has been adapted to fit with the feedback given from OFSTED. The new curriculum has also been adapted to further met the needs of the children at St Hilda's needs and use History as a way of connecting to the local community and its past. We now use the Historical Association schemes of work to inform our own curriculum and planning. Further training will be encouraged and carried out, in order to keep up with current developments in History. Our Golden thread of concepts, which will intertwine and link throughout the school are; Migration, Invasion and settlement. It will also focus on significant figures in history so that the children. The curriculum is structured in a way that allows for children to make links between current and previous learning. It enables children to make comparisons of historical periods previously taught, developing children's chronological knowledge and understanding overtime. The children are given the opportunity to examine, interpret and evaluate a variety of sources and to make deductions about the past. The children are exposed to a range of written sources to develop their love for reading whilst enriching their vocabulary. In addition, we will link our oracy framework to History sessions, so children have the opportunity to engage in discussions and a variety of activities and drama, in order to develop their confidence, to present and discuss historical ideas. We believe that teaching History in this way, creates the opportunity to broaden children's horizons and develop life skills to prepare them for high school and beyond.	
Intent – Strengths At St Hilda's, we have designed our new History curriculum so that our children can develop their understanding of their own history In comparison to the wider world. We aim to provide a history curriculum that is accessible to all and aims to inspire pupils curiosity of the past. We offer a curriculum which will maximise the outcomes for every child so that they know more, remember more and understand more. Our new curriculum is structured in a way that allows children to make links to previous and future learning, developing children's chronological knowledge and understanding of the past. The thread which links our curriculum together has been carefully selected to suit the needs of St Hilda's school and pupils. These are: • Invasion • Settlement • Migration We focus on these aspects in every History session throughout the school in addition to, celebrating and remembering the important events and lives of significant people in History. This begins in year 1-2 developing an understand ding of time within our parents and grandparent/ great grandparents' lifetime and how Oldham and its community has changed overtime. Then leads onto the wider world, Britain's History, The blitz and WWII and settlement and migration to Britain b y year 6. Our hope is that our children may develop a broad knowledge of History through our intertwining and carefully adapted and planned curriculum. History topics will also overlap and interlink with other curriculum subjects throughout the year, enabling children to make links and revisit previously learnt knowledge. At St Hilda's, we have designed our new History curriculum so that our children can, • Gain a coherent knowledge and understanding of Oldham's past and that of Britain and the wider world which helps to stimulate their curiosity to know more about the past.	

- Learn to ask perceptive questions, think critically, weigh 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.
- To begin with the History of their lives, children develop a sound understanding of chronology to enable them to see themselves as a part of history.

Implementation – Strengths

Implementation

These skills are embedded within history lessons and developed throughout the children's journey through the history curriculum. Teachers in parallel classes plan together to create engaging and informative teaching and learning opportunities which consider prior learning, planning opportunities for assessment and identifying suitable future targets. Our new threads of Migration, invasion and settlement will be intertwined throughout the curriculum and embedded through our carefully planned curriculum and lessons.

History teaching follows this sequence:

Phase 1- Retrieve knowledge: checking and retrieving prior knowledge

Phase 2- Direct teaching: teacher instruction and modelling

Phase 3- Application: collaborative learning, enrichment

Phase 4- Review and reflect: children produce final piece of work to show what they have learnt, reflect back on this topic and others prior to review.

By the end of their primary education, children will have the foundation of a secure chronological understanding of British history from the Stone Age to the present day. The study of important parts of world history runs in parallel with this. They should be able to draw comparisons and make connections between different time periods and their own lives.

The content and principles underpinning the history curriculum are taken from the 2014 National Curriculum, for Key Stages one and two and Development Matters in the EYFS, for the Foundation Stage. Cross curricular work is planned when appropriate. Teachers are actively encouraged to look elsewhere for additional material including on-line resources, to complement and expand the above. Trips and visiting experts are used to enhance learning. We also encourage project and enquiry-based approaches to learning with an emphasis on people and community in our local area.

Progression in history will be assessed through listening to children's responses and contributions to discussions and evaluating their written work at the end of each unit where children are able to demonstrate and apply their learning. An age-related assessment will be given to parents/carers in reports.

Impact including Data Headlines

- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past.
- Children remember more, know more and can do more.
- All children should attain age related expectations in history by the end of Year 6, so that children can reach and exceed their potential in history.

- As historians' children will learn lessons from history to influence the decisions they make in their future lives
- Children will be able to relate their own experiences to local History and History throughout the wider world
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- see a range of sources and understand their strengths/weaknesses
- Describe/make links between main events, situations and changes within and across different periods/societies
- Know how people's lives have been impacted by decisions made by significant individuals in the past have affected lives.
- Be able to compare modern ideas of fairness and equality to societies of the past and present.

Next Steps

- Training and development through the Historical society scheme
- Use some of the themes from the schemes of work provided
- Carefully adapt each topic on a page and evaluation on a page, so that teachers can teach carefully planned sessions, interlinked overtime
- Keep teachers updated of any relevant changes
- Integrate our oracy framework into every history session
- Use available resources and build on these resources to ensure sessions are engaging
- Adapt the curriculum and review any changes that need to further be adapted at the end of the academic year
- Make links to other subjects
- Organise trips or visits from outside organisation on certain History topics where available

The National Curriculum

Aims The national curriculum for history aims to ensure that all pupils: ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ♣ understand historical concepts

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such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.