



# History at St John Vianney

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## History Curriculum

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. History helps pupils 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. (NC 2014)

### Intent:

At St John Vianney, our history curriculum is intended firstly to meet the national curriculum requirements for this subject.

Through our teaching of this subject we intend for our pupils to:

- increase and develop their historical knowledge, skills, concepts and attitudes.
- develop a curiosity about the past, asking questions and seeking answers.
- acquire the knowledge and skills which enable them to make links, enquire, research and analyse in history.
- increase their understanding of their world today through learning about the past.

Children will know more, remember more and understand more about local, national and world history.

### Implementation

Our history curriculum is organised into termly topics as discussed and agreed by all teaching staff (see appendix a for whole school overview of history).

To move away from pupils believing they are learning about 'topic', we feel it is important for the subject of history to be taught discretely, although links will be made with other subjects where appropriate.

To meet our curriculum intent for history, we have agreed to do the following:

- create a topic 'cover sheet' in pupils' books at the start of each new history topic. This will include a timeline, key vocabulary and key questions for the specific topic. It may include some necessary knowledge needed for the topic but will allow pupils the opportunity to gain this knowledge for themselves.
- Use skills progression grids to ensure that pupils are building upon skills already acquired and to provide appropriate challenge.

- *Key vocabulary* for the topic will be displayed, revisited, practised and checked upon not only during that specific topic but at other times to ensure it 'sticks'.
- *Appropriate primary and secondary sources*, including visits and visitors, will be used to enhance learning and make it real for our pupils.
- *Timelines* will be a key focus during any learning in history.

At St John Vianney, we recognise that our history curriculum needs to be constantly evolving and through regular monitoring, evaluation and feedback, we make the necessary changes to provide the best possible history curriculum for our pupils.

### ***Impact***

When we are successful in meeting our curriculum intent and implementation:

- *pupils will see themselves as 'historians', recognising the unique nature of this subject and the knowledge and skills they have gained from it.*
- *pupils will know more, remember more and understand more about local, national and world history.*
- *pupils will make links between periods of history, both in Britain and the wider world, and the impact of these upon the world today.*
- *pupils will use a developing vocabulary, appropriate to their age/stage, to discuss key historical concepts.*
- *At the end of key stage 2 our pupils will be ready to tackle the challenges of key stage 3 history.*

### ***Plans for the future***

*To personalise the skills progression grids for St John Vianney, matching them more closely to the needs of our pupils and our evolving history curriculum.*

*Involvement of parents, grandparents and members of wider community in evolving and developing our history curriculum, particularly local history studies.*

*Ensuring that ALL topics studied in history have a planned visit, visitor or 'hook' to give a focus to the topic being studied and \*\*\**