**St Michael’s C of E Primary School - Our History Vision**



**Our Aims for pupils:**

• To gain coherent knowledge and understanding of chronology of Britain’s past and the History of the wider world

• To know that events and people have an impact on life then and now

• To know that change is caused by a variety of factors including events and people

• To develop knowledge and use of historical vocabulary and abstract terms (empire, civilisation, parliament, peasantry)

• To equip pupils with the necessary skills to think critically, and to develop perspective and judgement when using methods of historical enquiry

• To know about and understand significant aspects of History.

**How?**

**Curriculum Design**

• We teach History through carefully sequenced units of work and knowledge threads that link them

• The threads ensure children compare and contrast across Historical periods and between them

* New skills and knowledge build on prior learning

• Blooms Taxonomy enables varied approaches to learning such as knowing, applying, comparing and evaluating. This creates challenge, deepening learning experiences to build understanding from knowledge and skills. Understanding enhances retention, creating a solid foundation on which to build future learning.

**Teaching and Learning**

• Unit plans are mapped out in detail and carefully sequenced, with KS2 British units taught chronologically

• KS1 units use significant people and events as a focus to engage pupils

• Chronological understanding is developed in every unit of work

* Learning in EYFS prepares pupils for the History National Curriculum

• Pre-assessments at the start of a unit enable teachers to find out about the knowledge in the class and to identify any misconceptions

• Continuous threads create links between knowledge and skills within and between units

• Pupils with SEND are fully included, and are supported with adaptations when necessary

• Teachers use rich, engaging resources and questions to engage pupils so that they value their learning experiences

• Pupils are taught to develop their ability to make connections, analyse evidence and identify changes and trends, and encouraged to ask and answer historical questions.

**Impact:**

• Pupils have the knowledge and skills to describe features of the past, place them chronologically, interpret evidence, analyse how events and people caused change, identify the legacy of the past, and compare and contrast the past to the present and to other historical periods

• Many pupils enjoy history

* Work analysis and pupil voice indicate that pupils achieve at a high standard and have an excellent knowledge and understanding of History

• Pupils have developed a rich vocabulary that equips them for future learning and enables them to express themselves more fully

* History ensures that pupils gain considerable cultural capital in knowing more about the best (and worst) that has been thought, spoken, written and achieved by humankind.