

An Overview of the History Curriculum at St Michael's



The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11

History at St Michael's contributes to the broad and balanced curriculum we offer our pupils. Through the History curriculum, we aim to further develop and then satisfy a thirst for knowledge in our pupils, whilst also inspiring them to want to know even more about the past. We want to provide an engaging curriculum, which is memorable and stimulating and delivered through quality first teaching, increasing cultural capital with relevant and stimulating trips and experiences. We aim for pupils to acquire a sound knowledge and understanding of Britain's past and that of the wider world.

The History curriculum promotes questioning as a means of deepening knowledge; it encourages pupils to think critically; to evaluate evidence, arguments and develop their own opinions on a range of topics. It creates opportunities for them to express and debate differing points of view, supporting the development of language in our children. History helps pupils to understand the complexity of people's lives, the process of change over time, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of different times. We believe the teaching of transferrable skills in history will support our pupils in making informed and reasoned decisions as they progress through life.

History learning is progressive and delivered as part of topic-based learning in a term. Teachers make use of a range of resources to support their planning. Where relevant and possible, cross-curricular links are exploited within the topics. The design of the topics means that the progression of skills and knowledge in history is clear from year to year.

Children will learn by using history to promote critical thinking as an important, transferrable life skill and develop their understanding of different peoples and the development of the modern world they live in.

During the course of the year, children may engage in either a visit or a memorable experience, or a visitor may come into school. This supports their learning in History with the aim of bringing it alive. These experiences are an important part of the school's commitment to increase cultural capital for our children and inspire them, regardless of their ability.

Assessment is carried out against a progressive set of statements covering the knowledge and skills laid out in the National Curriculum under the headings: To investigate and interpret the past, To build an overview of world history, To understand chronology and To communicate historically.

We measure the impact of our curriculum in a range of ways including book scrutiny, pupil and parent voice feedback, data analysis and learning observations. Through these forms of continuous and robust assessment, the particular talents, gifts, interest and curiosity of individuals are identified and nurtured to ensure personal motivations and ambitions are encouraged and fostered. As a result, our pupils are more confident, articulate and enthused by their learning, and are keen to share the knowledge they have acquired. In history, pupils will be assessed using the statements referred to in the last section.

Pupils' good behaviour is a result of their positive engagement in the curriculum on offer. Pupils attain well against a progressive set of statements, make outstanding progress from their starting points and aspire to be the best they can be. We know we have succeeded when pupils leave year 6 fully prepared for the next stage of their learning journey.