

A deliberate balance of skills and knowledge so children can enjoy their learning, develop their learning and aim high.



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



Our Aims for pupils are:

- To gain coherent knowledge, understanding and chronology of Britain's past and that of the wider world.
- To understand the complexity of people's lives.
- To understand the process of change.
- To develop historical vocabulary and abstract terms (empire, civilisation, parliament, peasantry).
- To equip pupils with the necessary skills to think critically, to develop perspective and judgement when using methods of historical enquiry.
- To know and understand significant aspects of history.

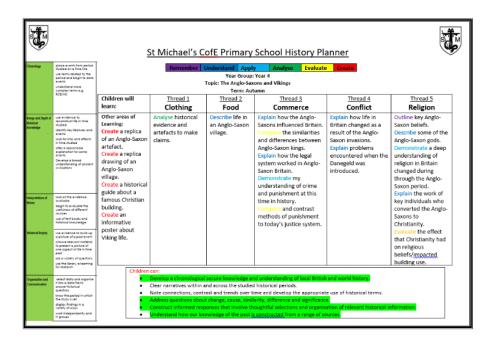
How?

Design

- We teach History through threads.
- These same threads run through each year group.
- The threads ensure children can make links across Historical aspects and eras.
- We use Blooms Taxonomy to create challenge, deepen learning experiences to develop the historical enquiry skills.
- This design allows children to not only remember and understand information, but to apply, analyse, evaluate and create their own learning.
- Blooms Taxonomy provides a progression of learning ladder.
- The progression ladder helps make links to prior learning and leads to creating learning experiences that are exciting to each group of children.

Teaching and Learning

- Long term plans are mapped out. KS2 British units are mapped out chronologically.
- KS1 is mapped out by using significant people or events as a focus.
- We share the big picture. This consists of explaining to the pupils the skills we will be focusing on and the sequence of learning we shall learn through to reach the ultimate goal.
- Pre-assessments or 'What do you know boards' are used to start a topic to see the diversity of knowledge in the class. This is sometimes carried out individually or as a class.
- History is planned using the continuous threads to organise links between knowledge, skills and sequence of lessons.
- SEND children are supported and differentiated for when necessary.
- Teachers use rich, engaging resources where pupils value their learning experiences.
- Pupils are presented with activities that develop their skills in making connections, analysing trends and evidence, asking historically-valid questions and many more.



Impact:

- Pupils have the necessary skills to interpret and analyse historical events, people, eras with confidence and accuracy.
- Pupils enjoy learning about history.
- Pupils have gained knowledge in many aspects of history and can compare them.
- Pupils know the chronological order of British historical events.
- Pupils understand, and can explain, how change has occurred in Britain and the wider world where historical eras, events and people have contributed.
- Pupils have developed a rich vocabulary bank that equips them for the future ahead.