



Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow.'

History at Our Lady of Peace Catholic Primary & Nursery School

Intent

History teaching at Our Lady of Peace Catholic Primary and Nursery School helps pupils to gain a coherent knowledge, understanding and curiosity of local history, Britain's past and the wider world. It will provide an opportunity for pupils to question concepts in a range of historical contexts and to think critically. They are taught to weigh-up evidence from the past and develop their own skills of deduction, inference and cross reference. They understand that the past may be susceptible to different interpretations and develop an understanding of the complexity of peoples' lives, change, diversity of societies and relationships between groups. Pupils will develop their own identity from an historical perspective and consider challenges in the past and the challenges of their time.



Year 6 pupils visiting The Battle of Britain Bunker, RAF Uxbridge.

Our Lady of Peace Primary School's History curriculum will address barriers to learning and develop cultural capital by: providing opportunities to explore the rich past of the local area including providing a range of enrichment and cultural experiences to explore and artefacts to handle. Pupils' vocabulary will be developed through subject-specific vocabulary. Their reading skills will develop across the curriculum through the use of a range of reading material with differing text complexity. Pupils will acquire general knowledge skills alongside subject specific knowledge (developing the background knowledge of the world pupils need for inference and understanding). Opportunities will be provided to apply new knowledge in different ways. Pupils will also develop their understanding of British values.



Year 1 pupils handling artefacts as they investigate how technology has changed over time.

Implementation

Historical concepts, knowledge and understanding will be taught through topic work and also covered with cross curricular links in other subject areas. Topics have been carefully chosen to be in line with the National Curriculum but to also make links to local history such as The Battle of Britain (Year 6 pupils visit The Battle of Britain bunker at RAF Uxbridge every year) and places of significant historical importance locally. There is a strong emphasis on progression of knowledge; historical concepts and themes are introduced lower down the school and are then re-visited later in key stage two in a deeper context. This enables pupils to make connections within their learning. Carefully selected enrichment opportunities such as theme days, visits and visitors into

school will enhance pupils' learning and develop consolidate their understanding of that historical period. Curriculum organisation and timetabling enable the pupils to reinforce their knowledge and skills. History is taught using the scheme Kapow, which has been amended to suit the needs of our pupils. By the end of each Key Stage, pupils will know, be able to apply and understand the knowledge and skills specified in the programmes of study in the National Curriculum.

National Curriculum Programmes of Study:

Key stage 1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



Topic Map

Year Group	Autumn 1	Spring 1	Summer 1
EYFS	Who am I?	Outer space	Life Cycles
	Food around the world	Animal (Dinosaurs)	At the seaside
Year 1	Schools in the past	Changes in technology	Mary Seacole
Year 2	How the railway changed Slough	The Herschels	The Great Fire of London
Year 3	Stone Age, Iron Age, Bronze Age	Ancient Egypt	Roman Empire
Year 4	The Anglo Saxons	The Vikings	The Maya
Year 5	The Tudors	What the census tells us about our local area	Ancient Greece
Year 6	World War II	Post War Migration	Islamic Civilisation

Impact

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use and recall this with fluency.

In History, this will be measured by:

- Ongoing assessment of pupils' work within lessons.
- Pupil voice: Gather pupil feedback in relation to their enjoyment of the subject and the level of stretch and challenge they face.

This will help to shape the future delivery of the History curriculum, ensuring it meets the requirements of every pupil in our school.

- Subject Leader monitoring – Lesson visits, scrutiny of books and assessment



History display board: Year 1



Artefacts for pupils to handle: Year 6

