













# History Curriculum

At St Thomas', we follow Ark Curriculum + in history. We believe that a knowledge rich curriculum is key to achieving these. Having a strong foundational knowledge will enable our pupils to participate, challenge, and reshape the world around them. **There are four core pillars underpinning the discipline of history:**

1. Historical enquiry, exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on pupils acquiring sufficient historical knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop historical concepts: evidence, interpretation, cause and consequence, change and continuity and significance. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.
4. Finally, pupils learn to communicate historical findings in a sequenced, coherent manner both in verbal and written form.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The school's curriculum exceeds the National Curriculum programme of study. curriculum is based on the best available research &amp; evidence about what children need to know and retain as well as how they learn, memorise and practice what they have learnt. Careful consideration has been given to how the concepts and knowledge have been organised.</p>	 <p><b>Pedagogical Approaches</b></p> <p>The teaching introduces monarchs chronologically, to help them gain a coherent and linear narrative of Britain's ruling past, from 1066. The battle for power is a guiding principle. Over time, pupils will see how restraints have been placed on monarchs throughout the centuries, changing Britain from an absolutist to a constitutional monarchy.</p>	 <p><b>Approach to Assessment</b></p> <p>The approach to assessment is less formal than in core subject disciplines. In history, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals. More formal assessment is recorded following the marking of the topic essays.</p>
 <p><b>End Points</b></p> <p>All pupils leave primary school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge: of places and people and significant events through time. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>All teachers attend CPD sessions before starting to teach a unit and they also take responsibility for engaging with the reading list and, introductory videos to ensure that their subject knowledge is secure. The knowledge organisers can also support this as it enables the teacher to prepare for the core knowledge.</p>	 <p><b>Performance Data</b></p> <p>There is no published data for history at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p>
 <p><b>Sequencing</b></p> <p>The history curriculum has been carefully designed to ensure clear progression of knowledge, skills and understanding. This is structured through the topics. The consistent use of the timelines is intended to support the development of the children's schema. Knowledge organisers are used in each topic to highlight the most important learning.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts and timeline events. The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge, for example, so that pupils recognise that events were taking place across the world at the same time. Different view points and perspectives are actively encouraged.</p>	 <p><b>Pupils' Work</b></p> <p>The pupils record their learning within the workbooks, which include a timeline which pupils refer to and make connections within each unit they study. The more formal assessment is through the essays, which the pupils write for each topic.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>For us, the goal of history education is gaining clear historical perspective so that pupils will be empowered to be active global citizens: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Students are also provided with a home exploration pack before each topic for them to be exposed to the topic specific vocabulary and key terms.</p> <p>In addition to the history topics within the programme, there are opportunities to engage with</p>	 <p><b>Knowing More and Remembering More</b></p> <p>The pupil workbooks include mini knowledge assessments, which are aligned to our metacognition approach. The teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.</p> <p>Formative assessment is the key focus. In addition to the mini knowledge quizzes, pupils also complete a</p>	 <p><b>Talking to Pupils</b></p> <p>The history curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the history curriculum, to determine whether they know more and remember more, ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>
<p><b>Links / References</b></p>		



Local Context

the rich local history, which can bring this discipline to life for our children. It is also important that we anchor history within the heritage of our children so that they can understand themselves.



Teacher Assessment

more rigorous essay to demonstrate their knowledge and understanding.

<https://arkonline.org/>