

## History at Holy Family RC Primary School

**“Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.” Deuteronomy 32:7**

<b>Aim</b>	<p><b>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past (DfE, 2013)</b></p> <p>Through liaising with KS3 specialists’ subject leaders are aware of pupils’ next stages. In every subject we aim to develop knowledge of cultural diversity and raise aspirations. Pupils will be prepared for the future through having secure knowledge of past events and being able to discuss and rationalise their views of the impact of these.</p> <p><b>History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. (Ofsted 2021)</b></p>
<b>Overview</b>	<p>In studying history as a discipline, pupils will experience:</p> <ul style="list-style-type: none"> <li>• Specific opportunities planned for pupils to develop their knowledge of some particularly important substantive concepts.</li> <li>• A curriculum that ensures pupils regularly encounter a wide range of important substantive concepts.</li> <li>• opportunities to read or hear appropriately challenging texts.</li> </ul> <p>They should develop:</p> <ul style="list-style-type: none"> <li>• broad characterisations of particular periods</li> <li>• understanding of general features of periods</li> <li>• knowledge of the chronological order of broad periods</li> <li>• knowledge of particular dates and events</li> <li>• knowledge of broad developments, links or themes across periods</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Teachers and curriculum designers identify knowledge that is particularly important to secure for all pupils.</li> <li>• Teaching develops the security of pupils’ ‘fingertip knowledge’ of topics, in order to support historical analysis and argument.</li> </ul> <p>In knowledge development, staff will consider:</p> <ul style="list-style-type: none"> <li>• ‘substantive concepts’ (abstract concepts such as invasion, trade, monarchy or empire)</li> <li>• chronological knowledge (knowledge relating to broader developments and the features of historical periods)</li> </ul> <p>Many of these concepts feature regularly throughout the study of history in a range of contexts. As a result, they are particularly important to pupils’ understanding of new material. These concepts may include; invasion, religion, trade, kingdoms, monarchy, republic and empire.</p>
<b>EYFS</b>	<p>Early years history should provide opportunities to expand the children's knowledge and understanding of events, people and changes in the past and develop children's investigative and interpretive skills. At Holy Family children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present</p>
<b>KS1</b>	<p>In Key Stage 1, the Holy Family curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to 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. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.</p>
<b>KS2</b>	<p>In Key Stage 2, children will 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. The sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ or ‘legacy’.</p>
<b>Impact</b>	<p>Readiness for next stage; pupils are ready to access the key stage 3 history curriculum. They will develop the skills to show their understanding of what they have learnt by making connections and drawing contrasts between different periods and areas studied, and by using their historical knowledge to analyse the past and explain how it can be</p>

represented and interpreted in different ways. They should also learn how different types of historical sources are used to make claims about the past.