

History in St Austin's

Implementation

History topics are chosen to allow breadth of learning across the whole school and is taught in alternate terms, in units of study through weekly lessons. Teachers understand the key knowledge and skills that children will acquire and develop throughout each unit to ensure progression between year groups across the school.

Knowledge of key concepts such as 'cause and consequence', 'change and continuity' and key terms such as 'trade', 'power', 'influence' and 'legacy' is built through repeated encounters and meaningful examples. Lessons are based around an enquiry question which poses a problem for children to solve. History teaching and learning incorporates a spiral curriculum model in which opportunities for children to practise and revisit important content and concepts they have encountered in previous learning are clearly identified, thereby achieving our aim of children knowing more and remembering more of a broad and balanced History curriculum.

Each topic is introduced with reference to the chronology of previous topics (including those from previous years), ensuring a secure knowledge of the context of the era or topic being studied. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods. Interlinked with this are studies of world history, such as the civilisations of the Ancient Sumer, Ancient Egyptians, Ancient Greece, and the Maya.

Key historical knowledge will be developed through a focus on how historians study the past and construct knowledge. Access to high quality primary and secondary sources will be maximised and children will progress in their skills to compare and evaluate the reliability of different sources.

The school's own context is also considered, with opportunities for visits to places of historical interest, such as the Western Approaches Museum in Year 6, Sudley House and Liverpool Museums across various year groups. Visits to the local area and use of local artefacts, such as the use of maps, photographs of Liverpool airport for KS1 topic of 'Flight' and of bomb damage to the local area in WWII (Year 6) also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Historical Association website. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as

appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored by the school's management teams to ensure that they reflect a sound understanding of the identified key knowledge and skills.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in early years to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Assessment tasks focus on the important content taught whilst enabling any gaps and misconceptions to be identified and addressed. Assessment data is inputted into our school assessment tracker on a termly basis.