



## Intent

### ***'Enquire like a Historian'***

The History curriculum at St Aloysius' offers a broad and engaging curriculum with God at the centre, reflecting on prior knowledge and putting learning in the context of extending their own knowledge and growing closer to God.

Key knowledge and skills objectives are structured from Early Years to Year 6 with a focus on building upon prior knowledge and developing our pupils to 'enquire like a historian'.

History topics are introduced to pupils through weekly questions. Prior knowledge of the topic is elicited and then pupils are given opportunities to practice and deepen their History knowledge.

## Implementation

Staff have worked collaboratively to review the Creative Catholic Curriculum and ensure progression of knowledge and skills and coverage of National Curriculum objectives. This is mapped out in the whole school integrated units and in whole school overviews referring to the National Curriculum objectives.

The History subject leader has created knowledge and skills progression maps for the subject area. These are central to planning process and form the basis of History topic overviews and knowledge organisers. These documents outline the weekly key questions and vocabulary, which are shared with parents at the start of each topic.

Prior knowledge is mapped in knowledge books at the start of a topic. This forms a baseline assessment and teachers adapt their plans based on this. At the end of each topic covered, children create knowledge pages to demonstrate knowledge and skills that have been learnt and remembered. This is used as evidence to support teacher judgements in History assessments.

Teachers plan creative and engaging lessons which focus on knowledge and skills in the History National Curriculum mapped in the progression document for their year group. Key vocabulary is displayed in the classroom and referred to in lessons. These are also shared with parents and carers in the knowledge organisers.

Where possible, teachers plan for visits and visitors to enhance the History curriculum provision and to provide real-life experiences for pupils. Work is recorded in a variety of ways through use of ICT, drama, written tasks and illustrations and timelines. Where appropriate, key vocabulary and knowledge is revisited through 'retrieval and practise tasks' and at the beginning of subsequent lessons.

## Impact

At the end of each History topic, children create a knowledge map of the area covered. Teachers use this and their formative assessment throughout the unit to give a judgement of 'working towards', 'expected' or 'greater depth' for the knowledge and skills demonstrated across the unit.

The History subject leader and senior leaders monitor the data provided as well as a sample of the knowledge books (summative) and topic books (formative). They also look at topic overviews and knowledge organisers and the yearly skills progression maps to ensure coverage of skills and knowledge.