



## 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.

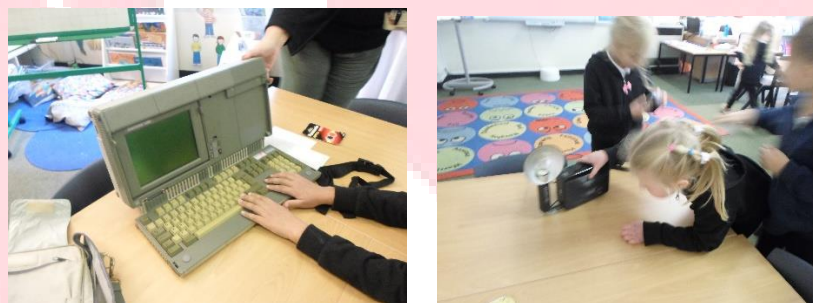


Year 2 pupils visiting Windsor Castle.



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 (Eton College and Windsor Castle). 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 during the first three half-terms of the academic year which allows for a deepening of the pupils' learning. Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts which are regularly revisited. 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.



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



Year 2 pupils visiting Windsor Castle.

### **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	Autumn 2	Spring 1
Year 1	How have I changed since I was a baby?	Has technology made our lives better?	How did Mary Seacole help others?
Year 2	Did Queen Victoria live a happy life?	How have toys evolved?	How did the Great Fire of London change London for the better?
Year 3	Would I enjoy living in the Stone Age?	How did people survive in the Iron Age?	Were the Romans the greatest inventors ever?
Year 4	What can we learn from the Anglo-Saxons?	What impact have explorers had on our lives today?	Were the Mayans good leaders?
Year 5	What did the ancient Greeks achieve and how has this impacted our lives?	What have we learnt from the Great Plague?	How has industrial revolution shaped our lives?
Year 6	Why do we owe so much to 'The Few'?	How has Britain changed since the Queen's coronation?	How did the ancient Egyptians collaborate when they built the pyramids?



## 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. At the end of each unit, pupils have the opportunity to showcase their understanding of the period by answering 'The Big Question' attached to the unit of work.
- 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, assessment, pupil interviews and questionnaires.



History display board: Year 1



Artefacts for pupils to handle: Year 6

Year 1 History Unit Overview: Resilience and Stamina		
Big Question: How has technology changed our lives?		
Key Vocabulary	Key Skills	Computers
<b>Technology</b> Machinery and devices developed from scientific knowledge.	I can explain how technology has changed.	
<b>Computer</b> An electronic device that stores information.	I can recognise that some objects belonged to the past.	
<b>Change</b> Differences that happen throughout time.	I can use words and phrases like old, new and a long time ago.	
<b>Telephone</b> An instrument we can send sound through.	I can explain what an object from the past might have been used for.	
<b>Electricity</b> A type of energy used to power technology.	I can ask and answer questions about old and new objects.	
<b>Old</b> Things from the past.	I can find old and new things in a picture.	
<b>Modern</b> Things that are new or current.	I can explain what an object from the past might have been used for.	
<b>I know that:</b> I know that objects can be the same or different. I can talk about what is happening now. I can talk about things that have happened in the past.		<b>I will be able to:</b> Explain how technology has changed over time. Understand what is different about technology in the past and now. Give reasons why technology is important.

An Example of a Knowledge Organiser