



Intent

At St Bernadette we believe that History is vital to our understanding of the past in our everyday lives, it teaches us how the events of the past not only shape our reality but also inform our conditions and reactions in our day-to-day lives. History is thus a vital part of a rich and broad curriculum. We believe History 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. We aim to help children develop an understanding of broad developments across the periods of History that they have studied, and ensure that they are able to draw on secure and well-organised knowledge of these events and periods.

At this school we are Historians! We not only learn about historical periods and key figures but also how events in the past have influenced the way we live today.

History at St Bernadette is designed using the national curriculum for history (2014) which we follow from Early Years to Year 6. We prioritize the building of historical knowledge, and teachers ensure that their lessons are well-designed to impart this knowledge. We strive for a greater depth of children's knowledge by teaching history with careful consideration of context and understanding. We recognise that to be a successful historian there are specific building blocks that must be strategically sequenced within the initial layers of learning. For example, if we neglect to secure concepts such as 'the past', children may then struggle with more complex chronology and thinking like a historian later in the curriculum.

In Early Years the emphasis is on starting with the children and the experiences they bring. Children are beginning to understand that the past is distinct from the present. They are just beginning their journey with a focus on simple vocabulary such as old/new and areas of familiarity such as toys past/present. Chronology is one of the vital threshold concepts that forms part of the subject of history and is a key component of historical foundational knowledge during the EYFS. The focus should be on building the vocabulary and concepts necessary to grasp the "passing of time"

Key Stage 1 children are developing an awareness of the past, and beginning to understand where events and people sit within a chronological framework. We learn about significant individuals, events beyond living memory as well as changes within living memory.

By Key Stage 2 children are continuing to develop their chronological knowledge and understanding of British, local, and world history. They are establishing clear narratives within and across the periods they study.

Implementation

History is taught on alternate half-terms (alternating with geography) and the sequence of learning is

carefully mapped to ensure that children are not overloaded with information.

Lesson Structure:

Revise- FFB	Four From Before- Children complete this at the beginning of a lesson. FFB is four questions based on knowledge each child should have; from their current topic, previous topics in the academic year and the School years prior.
Teach	The teacher introduces new learning making links on a foundation of prior knowledge and vocabulary to support and teach all pupils.
Investigate/ Research	Children used new learned skills along with existing ones to explore and justify what they have learnt.
Demonstrate/ Apply	Children rationalise their new knowledge and learning by applying it either in their investigative or research based work or written activity.
Extend	Children are given the opportunity to extend and transfer their learning in the form of a green challenge.

Extra support- The pupils will be supported to ensure they are accessing the learning objective. This may involve extra use of resources, visuals or reconfiguring of worksheets.

Learning outside of the classroom-

We encourage curiosity and a love of history by exploring History through historical sources and expert-led workshops. School trips such as Mountfitchett Castle supplement classroom learning.

Impact

What does this look like?

By the time children leave St Bernadette they will be able to:

- Construct and interpret timelines
- Use evidence to support conclusions
- Explain causes and effects of historical events
- Compare different historical periods
- Discuss reliability of sources
- Understand that history involves interpretation, not just facts
- Make links between local, British, and world history