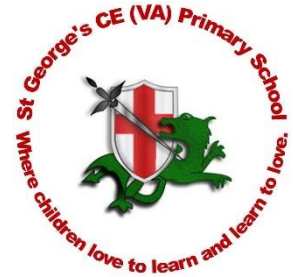




Our vision for History at St George's



'Let all that you do be done in Love' 1 Corinthians
16:14

The example of Jesus Christ and the Good news that he brings inspire St George's school to be a place of hope and a caring and inclusive community in which we all love to learn and learn to love

'The more you know about the past, the better prepared you are for the future' Theodore Roosevelt

History sparks curiosity about the past; what happened in Britain and the wider world. It poses questions about why people did what they did, what decisions people made and why. It promotes enquiry for pupils to discover the answers about different groups of people and the times in which they lived. History is essential to the past, present and future and without it we would not know much about our ancestors and how to deal with current problems. As history is all around us, it helps us to understand change and societal developments. This provides children with the context to understand themselves and the challenges we face to appreciate the world in which we live today.

At St George's we have created a history curriculum which is bespoke to our children. Our Learning Challenge questions are real and purposeful, enabling the children to relate historical knowledge and skills to current everyday contexts. Building on prior knowledge is essential for learning and our history approach encompasses this with the children making links to previous learning to deepen understanding of their current Learning Challenge. Where possible history is linked to quality texts, both fiction and non-fiction, to use as sources of reference for learning History in different contexts. Through their study of history pupils develop a chronological understanding of significant events and people considering how these events influence our lives and how we live today.

Through a positive and caring environment, we will provide learning opportunities for every child to engage fully within the history curriculum. Through our Learning Challenge questions, we create high-quality teaching and learning, to provide children with the skills and knowledge, which will promote children's curiosity enabling them to understand more about the past, develop their critical thinking, perspective and judgement.

Through learning the skills to become a Historian, pupils will learn to discuss the facts, the bias of historians, science, morality, individuals and society, and moral judgements in history. Pupils will find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and to develop their own point of view.

We feel it is vital to provide real experiences for our children through visitors to school and trips to museums or other historical places. These experiences provide learning opportunities to engage the children and create a buzz and excitement about the subject. At the end of each Learning Challenge, the children respond to the enquiry question drawing upon all that they have learnt and showing their ability to think, reflect, debate, discuss and evaluate the past. This also provides an opportunity for the children to demonstrate their independent and their deep learning.

Job 8:8-10 "For inquire, please, of bygone ages, and consider what the fathers have searched out. For we are but of yesterday and know nothing, for our days on earth are a shadow."

Our six principles for the teaching of History are:

- Understanding chronology and knowing our place in history
- Exploring community links to make history relevant
- Investigating and using historical vocabulary
- Using questioning to find out about the past
- Using our love of reading to learn about influential people and events
- Providing experiences to help us to be excited by history

St George's History Approach

Stimulus—History introduction—link to Learning Challenge

Continuity and Change	Cause and Consequence	Similarity and Difference	Significant event and/or People
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Timeline—Key events of chosen period or person

Subject specific vocabulary

Skills burst, Knowledge burst

Enquiry—
Child-led
learning

Research—
Historical
sources

Viewpoints
and bias—
pupil voice

Compare
and
contrast

Project-based learning outcome/
presentation.
Answer/response to the Learning
Challenge question linking NC skills and
knowledge.

READING, VOCABULARY/spoken language, MEMORY – Deep learning, FEEDBACK, AFL
Christian Values, British Values, Building Learning Powers, Growth Mindset, SMSC

Links to other curriculum areas.

Assessment