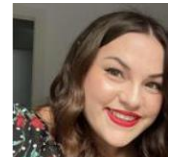




St. Paul's CE Primary School

History

History Leader: Mrs H Holleran



Mrs Holleran's passion for history

History has been a subject I have always enjoyed learning about. It started with a trip to the World Museum in Liverpool and grew from there. I believe my passion came from enthusiastic teaching coupled with experiential learning. The love of history stayed with me throughout my school career as I studied history at GCSE, A Level and as part of my degree. As history lead, I hope that as a school we can ignite that passion in the children at St Paul's by using their interests to hook them into History. Our unique St Paul's curriculum has been designed using the children's interests after consulting with pupil groups to discuss the 'themes' that interest them.

History Subject Vision

History, at St. Paul's, forms an integral part of the curriculum due to our cross curricular approach. We believe that high-quality history lessons encourage critical thinking; enhance the ability to weigh evidence and generate arguments; develop chronological understanding and allows pupils to develop their sense of perspective. We believe that educational visits linked to historical study enhance and enthuse pupil's learning by bringing to life classroom knowledge. We teach children the skills to be a good historian; how to research and gather information, develop their skills of enquiry and analysis as well as starting to question information gathered and its reliability.

Our vision is that pupils leave St. Paul's with an enquiring mind that has developed a chronological knowledge of key historical periods and facts, combined with knowledge of significant individuals who have helped shape society as it is today. Our vision is that this knowledge will help pupils make more informed life choices and aspire to be open-minded citizens who make a valuable contribution to society.

History and St. Paul's Values & Ethos

The following St Paul's values flow seamlessly through our bespoke History curriculum.

Friendship and Nurturing: The way that our History schemes of work have been planned allows for paired and group work to investigate and analyse enquiry questions relating to the history topic. This allows for the children to develop their team work skills.

Respect and Tolerance: As we investigate world history, the children are exposed to different cultures both past and present. This encourages respect and tolerance as we celebrate the differences in people and times.

Thankfulness and Joy: A historical skill is to analyse and compare similarities and differences, this allows the children to reflect on themselves and modern day. This promotes a level of thankfulness within our children.

Perseverance and Courage: Due to the nature of our enquiry questions, children have to develop the perseverance and courage to be able to work towards finding an answer to an open question. They have to have the courage to use their knowledge along with historical sources to justify their answers.

National Curriculum aims for History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural,

economic, military, political, religious and social history; and between short- and long-term timescales.

SMSC History Statements

Spiritual

History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral

History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social

History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

Cultural

History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.