



History at Our Lady of the Assumption

At Our Lady of the Assumption we are historians! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. We want them to embody our core values. We all believe that: “if you can BELIEVE it, you can ACHIEVE and SUCCEED”. The history curriculum has been carefully crafted so that our children develop their historical capital. We want our children to remember their history lessons in our school, to cherish these memories and embrace the historical opportunities they are presented with! Bringing history alive is important at Our Lady of the Assumption Primary School.

Curriculum Intent

The history curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the history National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the history curriculum.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Curriculum Implementation

In 2019, an audit of the history curriculum was conducted. On the back of the findings from this audit, the history curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills.

History subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in history and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- **An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.**
- **The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.**

- **The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.**
- **The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.**
- **A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the**
- **past in different ways.**
- **A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.**
- **A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.**

We empower our staff to organise their own year group curriculums under the guidance of our subject leaders. Teachers are best placed to make these judgements. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning. Our children are taught the right, connected knowledge.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

We encourage staff to teach a weekly history lesson. This was a notable change after the history audit. This helps to ensure sufficient time is allocated to history and that historical subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Children in Year 3 visited Erdig house and became fully immersed in experiencing aspects of Victorian life. Throughout the school, each class has an assigned care home and during remembrance week, the children were given the opportunity to write letters to the residents as part of our igniting writing activity. Year 4 children have taken part in archaeological digs and historical research activities at the Liverpool museum. They also developed their experiences of Liverpool's past. Other visits experienced by the children include Croxteth Hall.

Curriculum Impact

We use both formative and summative assessment information in every history lesson. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in history are progressive and build year on year.

Our staff use history formative assessment grids to systematically assess what the children know as the topic progresses and inform their future planning. These formative assessment grids then inform summative assessment judgements for each topic.

Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in history includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

At Our Lady of the Assumption Primary School, we are HISTORIANS!