

## St. Chad's Catholic Primary School

### History Overview

#### The intent of History at St. Chad's

History is an essential part of the curriculum which gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems.

As the children see the diversity of human experience, and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values.

In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view-skills that are essential in adult life.

#### Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left.

#### History Learning

- History is taught every other half term.
- History lessons have the following structure:
  - Date and LO  
e.g. *Monday 15<sup>th</sup> April*  
*LO: To explore life in the Neolithic period.*
  - PP – Perfect Presentation  
A history vocabulary word related to the lesson
  - PK - Prior Knowledge Question (Not always evident in book, this can be a discussion to recap on prior learning.
  - Main teaching and learning with adaptive teaching
  - Blue dot challenge
  - Complete Know More sheets every lesson to include a key piece of learning from each lesson

## Assessment

- Summative *end of unit* assessments (Know More / Remember More Quizzes) are used to check understanding. Extra lessons are taught as a result of these assessments if necessary to fill gaps in learning.

## Marking

- Tick or dot to indicate whether an answer is correct or incorrect
- Where appropriate, circle mistakes
- Frequent positive comments in books.
- Provide a clarity question, when necessary:  
*Clarity/misconception marking is used to clarify whether a child understands what they have been learning or to further challenge them.*  
*Blue dot questions are used to 'deepen the moment' during lessons meaning clarity questions are not often needed but can be used when necessary.*

### Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point
	Learning objective not met Work highlighted shows an area of development
	Learning objective met Work highlighted

## Historical Terminology

### Fingertip and Residue Knowledge:

- Teachers and curriculum designers identify knowledge that is particularly important to secure for all pupils.
- Teaching develops the security of pupils' 'fingertip knowledge' of topics, in order to support historical analysis and argument.

### Chronological Knowledge

- Helping children build a mental timeline of key historical periods; constantly adding to this year by year. This includes:
  - broad characterisations of particular periods
  - understanding of general features of periods
  - knowledge of the chronological order of broad periods
  - knowledge of particular dates and events
  - knowledge of broad developments, links or themes across periods

### **Based on the above, high-quality history education may have the following features**

- Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar.
- Pupils have repeated encounters with a wide range of important concepts in a number of different contexts.
- Teaching emphasises some content and concepts for direct and explicit teaching, but it also ensures wide-ranging opportunities for incidental learning.
- Teachers and curriculum designers recognise the crucial role of contextual and background information in learning new material.
- Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.