

## History at St Alban's Primary School

### What is history?

History helps children understand the world around them, and cultivates critical thinking skills. Our teaching of history is primarily made up of substantive knowledge, which is concerned with the subject matter of history - the substance about which students are learning. This is explicitly taught and is key in understanding the sequence of events and key historical periods. History is also made up of disciplinary knowledge, which is how we make use of the facts that are learned. We do this through the teaching of historical enquiry and historical concepts.

### Why is history important to our school?

At St Alban's, our history curriculum is designed to ignite curiosity, foster a sense of belonging, and develop a deep understanding of the past. We aim to inspire our pupils to appreciate the importance of history and its relevance to their lives, encouraging them to become active, informed, and critical thinkers. Our curriculum is structured to provide a solid foundation of historical knowledge, skills, and concepts, enabling our pupils to make connections, interpret evidence, and develop a lifelong passion for history.

### Curriculum Design

We follow the **National Curriculum** to structure our curriculum offer, as we know that this means our curriculum is ambitious for all pupils. You can find a link to the National Curriculum here: <https://www.gov.uk/government/collections/national-curriculum>

We teach each history discretely at St Alban's, children are seen and behave as historians.

In history, we have thought carefully about how we sequence learning over time and have broken down learning into small steps or building blocks, starting from when children enter primary school until they leave. At each step, we consider what specific knowledge and understanding we want our pupils to **know and remember** at each stage of their learning and in each subject. The end of the Foundation Stage, KS1, Lower KS2 and Upper KS2 are key **end points** for each of these building blocks of our curriculum. We know what we want our pupils to know and remember at each of these end points, focusing on what will be most useful to them, and have sequenced lessons over time to reach those end points.

In our history page, we have included for you samples of our curriculum documents for history, so that you can understand what our **curriculum intent** looks like in history.

### **Gaining Knowledge**

Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in children's memory.

#### **Knowledge is divided into two types:**

**Substantive Knowledge:** This refers to specific facts to be learned, such as, for example, in history key facts about an historic event such as World War 1. In our curriculum pages, we have given you examples of the substantive knowledge that pupils need to know and remember at each stage in their learning and in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

**Disciplinary Knowledge:** Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing 'how'. For example, in music I can know that a minim is the equivalent of 2 beats, a quaver a half beat and a semi-breve four beats (substantive facts), but disciplinary knowledge helps me use this information to clap a rhythm accurately having read it on a musical stave. Sometimes people refer to disciplinary knowledge as skills.

In our curriculum pages, you will see examples of how we have identified the specific **substantive knowledge and disciplinary knowledge** we want our children to know, remember and use over time.

#### End of Reception Early Learning Goals (ELG)

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

In KS1 history, pupils are expected to be taught about:

- changes in living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality.

In KS2 history, children are expected to be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study.

We ensure that each of these subjects are covered in depth through our long-term planning. To help us implement these subjects, we use 'KS2History Planning' to aid our teaching of content and historical enquiry.



### History in EYFS

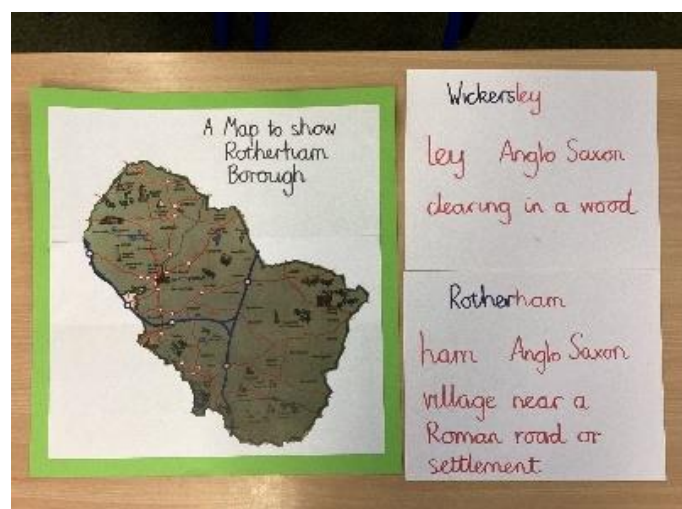
The history lead has worked closely with the foundation lead to identify how the foundation curriculum prepares children for key stage one history. Looking closely at the characteristics of learning, skills, vocabulary and knowledge, that are needed for children to achieve the early learning goals. The history lead knows the direct teaching and provision happens to ensure children have a strong start in history.

### Local History

History is all around us, and what gives our children a better way to connect with the past than to go out into our local area and discover clues, remnants and symbols from our village's rich past. Every year, each class is tasked with learning more about a certain aspect of our local history in Wickersley, from Joe Lister to the Anglo Saxons.



Through using various sources and making trips into the locality, pupils gain insights into their



cultural heritage and develop a greater understanding of the present.

Year 1 examining St. Alban's church as part of local history month.

Year 5 children learning about place names. Wickersley means Clearing in the Wood.

The history lead has specified what local historical knowledge we expect the children to know and remember in each year group. These end of year documents are shared with children and parents, so that they can visit local places of importance together.

Here is a summary of the local history children experience at St Alban's

**Nursery-** special places in. my village

**Reception-** create a time capsule that they will open when they are in year 6 to look at what has changed. Walk around the school to see what is old.

**Year 1-** Farming in Wickersley

**Year 2-** Housing in Wickersley- Joe Lidster

**Year 3-** Schools in Wickersley

**Year 4-** Quarrying in Wickersley

**Year 5-** Romans in Wickersley- what do place names mean?

**Year 6-** An enquiry, Wickersley through the ages.



History brought to life, within school and beyond

Our children benefit from a variety of engaging and exciting trips, as well as visitors, throughout their time in school. They are designed to capture children's imagination and curiosity, providing an immersive experience that hopes to foster a lifelong love of

St Alban's CofE Primary School  
Local History Knowledge

Year 6 – Wickersley through the Ages

- How to use historical photographs to answer questions about the past.
- How buildings such as St Alban's school, the Masons Arms and Well-Don hair have changed or stayed the same over time.
- There were around 25 houses in Wickersley in 1775 with an approximate population of 125.
- The population of Wickersley in 1801 was 270, growing to 432 in 1831.
- The population of Wickersley in 2023 is...



**End of year knowledge**

learning about the past. In Y3, children visit Murton Park as part of their Prehistoric Britain unit, where they learn skills such as hunting, making clay pots and grinding flour. In year 5, a Norse visitor comes into school, sharing his knowledge of the Anglo Saxons and the Vikings who raided, traded and settled in Britain. Pupils try their hand at archaeology and study artefacts to see what they can learn about the past.

Nursery	Walk around the school
Reception	Walk around the village
Year 1	Local village walk looking at farms, Tudor visitor
Year 2	Local walk looking at Lidster houses
Year 3	Local walk looking at schools Murton Park Sheffield Cathedral Visit
Year 4	Local walk looking at quarries Residential to Castleton Local visitor- Silverwood mine association
Year 5	Local walk looking at Roman places of significance Anglo Saxon visitor Weston Park Museum
Year 6	Local walk looking at changes over time London Residential



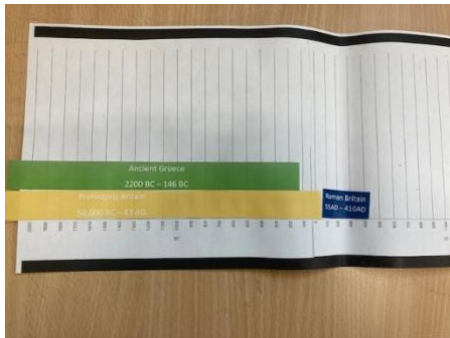
Y5 children with a visiting Viking.

Y3 children at Murton Park.

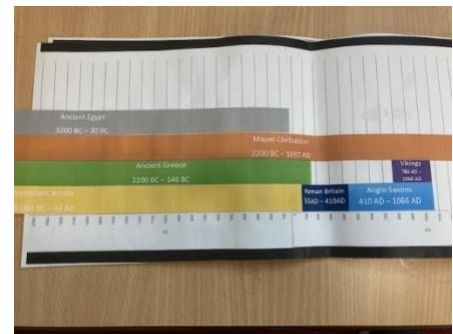
### Timelines

Timelines are a key part of our teaching of history at St. Alban's. Timelines help students understand the concept of time and develop a sense of chronology. By arranging periods in a linear format, timelines provide a visual framework for students to comprehend the sequence of historical events, making it easier to understand cause-and-effect relationships and the development of ideas and civilizations. Pupils are assisted in understanding the length of a time period in history, as well as understanding that certain periods overlapped with the existence of other periods, in a different location. Each classroom has a timeline displayed upon the wall, which includes the periods studied up to and including that year. Pupils also have the same timeline stuck into their books, which they add to every time they study a new period in history.

At St Alban's, we like to use the same timeline in each year group. In that way, children become familiar with the resource and the concept of time. How does Roman Britain fit in with Ancient Egypt?



Timelines at the end of year 3.



Timelines at the end of year 6.

In EYFS and Key stage one, the class have a time line of the academic year. Focussing on key events, seasons and what the children have learned.

### **Making sure knowledge is sticky:**

- ***Making sure that the way we implement our curriculum plans places emphasis on the most recent research into how to optimise the science of memory.***

We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up to date research into memory. We have a clearly defined DSAT teaching strategy which deploys these strategies: we called it our DSAT Teach Simply Model.



When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use strategies from our Teach Simply model. Examples include retrieval practice, generative learning strategies and paying attention to not overloading the working memory.

### Assessment

At St. Alban's, we aim to help children embed the knowledge they learn into their long term memory. The history lead has specified knowledge that he expects children to know and remember at the end of each year. To help children know and remember, we provide opportunities to quiz pupils' knowledge from previous units of work. As well, end of year knowledge documents are stuck into history books, which serve as a clear and concise reminder of the key learning from each unit, each year. In Summer 2, teachers meet to assess children against the end of year assessment criteria for history to determine whether a child is working towards (WTS) or working at the expected standard (EXP) for their year.

The history lead regularly meets with the children to carry out a knowledge check.