



Learning and Challenge Rooted in Faith

History Curriculum Statement

'History is a story written by the finger of God.' C.S. Lewis

Intent

What is the intent of the history curriculum?

- In line with the 2014 National Curriculum for history, our aim is to provide a high-quality history education which equips children with a historical understanding of the world. Children will be able to learn from the past and how it has an impact on their own lives now. As a school, we aim to nurture a progressive history curriculum, which develops learning and results in children knowing more, remembering more and understanding how the knowledge and skills can be applied in their own historical thinking. We aim to inspire children's curiosity about the past; to teach them how to ask historical questions, think critically about sources and develop perspective and judgement.
- The curriculum is designed to promote new historical skills, challenge the children to apply and build on those skills, in order to progress and develop their understanding of the past including mistakes and successes made in history and their consequences.
- Our staff aim to make the curriculum functional and relevant – engaging children with local studies, understanding not only how history has affected the world, but Great Britain and their families.
- In particular, the curriculum is designed to adapt and follow the needs of our children and their culture, places of belonging and family history.
- In history, the Catholic Social Teaching values are woven throughout the curriculum, as children learn about how our actions have an impact on everyone and how people have worked in solidarity for good.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- Our carefully planned and progressive curriculum provides opportunities for enrichment and historical experiences that enhance our children's learning in history. The curriculum is sequenced to build upon prior knowledge and skills, and make links with key concepts that have been visited in previously taught topics to create a spiralized approach to their learning and application of skills.
- History is taught in blocks and discretely to aid teaching sequence and retention of knowledge and progression. The curriculum has been designed to incorporate times in history that back up and provide understanding to the children's personal identities. Providing a strong backstop of ancient civilisations but moving onto modern history, which has shaped their lives and the lives of their families.
- Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.
- The lesson objectives will be clearly linked to the National Curriculum via careful planning, linking knowledge and skills by experienced teachers.

- History will be linked to other areas of the curriculum as appropriate. This will put emphasis on the importance of the subject within the school and allow children to enhance their cultural capital in the challenging and diverse area of Medway. Links will be purposeful and relevant, thought out and adapted over time to hone in on areas of importance and those that the children can relate to or would benefit from knowledge of.
- History has been embedded more deeply into the literacy overview. Books have been selected to demonstrate a broad spectrum of different time periods and cultures that differ to the children's own experiences. This then allows children to apply the knowledge learnt in discrete history lessons where possible.
- History is also explored through Art, knowledge of famous people in time and their achievements including scientists, archaeologists, architects and great leaders that changed the world in big or small ways.
- School trips provide further relevant and contextual learning.

How is prior knowledge revisited?

- Teachers understand and are clear on what areas of the curriculum are being taught in different year groups by using a collaboratively compiled overview. This has been designed to carefully overlap concepts in stages, to revisit some areas of learning and apply it differently to various times in history.
- Teachers are aware of the skills expected of children throughout different year groups in the progression of skills map.
- Teachers plan lessons carefully, ensuring that knowledge which has been taught previously is being revisited and embedded. Children are subsequently able to make links between year groups.

How is assessment used to identify and fill gaps?

- Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher formative and summative assessments, oral and written feedback all inform next steps, amendments and provision to ensure children are supported and extended.
- Teachers use daily dashboards to consolidate learning from short term to long term memory and recap learning.
- Knowledge organisers for each topic are used to help develop vocabulary and help children grasp the key 'sticky learning'.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points on historical events and people and the impacts these had over time.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum.
- Our teaching of history within our school ensures that children are able to understand past events, explain themselves and the effect these events have had on them or others and develop their own ideas about how the world changed. As historians, children will learn lessons from history to influence the decisions they make in their lives both now and in the future.
- Outcomes in books and pupil voice evidence a broad and balanced history curriculum and demonstrate the children's acquisition of the identified key knowledge and skills.
- On departing for secondary school, children will have met a diverse range of historical events, people, places and cultures that provide a stable knowledge base ready to further build upon.