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| History Curriculum Design | | | | | |
| Curriculum Intent | | | | | |
| At Ss John and Monica we aim for a high quality history curriculum:   * to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer; * to develop a sense of chronology and to appreciate how things have changed over time; * to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours * To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another * to develop an appreciation of human achievement and aspiration through the ages; * to know and understand how the British system of democratic government has developed and through this, contributing to a child’s citizenship education; * gain historical perspective by placing their growing knowledge into different contexts e.g. to understand how Britain is part of a wider European culture * to help children understand society and their place within it, so that they develop a sense of their cultural heritage * to develop an awareness of the role of science in allowing us to be able to access the past (e.g. work of archaeologists); * to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation. * learn to interpret history using a range of primary and secondary source materials; * To distinguish between historical facts and the interpretation of those facts * To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial | | | | | |
| Curriculum Implementation | | | | | |
| Ss John and Monica Catholic Primary School follows the National Curriculum. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf>  To deliver this, the Long Term Planning Overview ensures consistency and progress of all learners. This overview shows that each year group has two history topics per year and two Geography topics form the other half of the year. These will be taught over a two weekly timetable to ensure an appropriate balance and distribution of work across each term. As far as possible, staff will also look for ways to integrate the skills learned in history into other curriculum areas.  Staff plan for history termly basing their planning on the Plan Bee scheme of work. Teachers’ planning is retained for their own usage – it is a working document. The history co-ordinator, who oversees the subject, may request teachers planning for monitoring and to ensure progression of skills through the phases.  In Reception, which is part of the Foundation Stage, we relate the History side of the children’s work to the objectives set out in the Early Learning Goals for Knowledge and Understanding of the World which underpins the curriculum planning for children aged three to five. We develop a child’s knowledge and understanding of the world through activities such looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. | | | | | |
| Curriculum Impact | | | | | |
| * Children show enthusiasm and interest in the past and are eager to further their learning in the next stages of their education. * Children demonstrate an increase in knowledge of events in response to appropriate questioning. * Children understand chronology using timelines and/or periods. * Children know that the past is represented by evidence from a variety of sources. * Children can select relevant information from these sources and will understand how to decide the reliability of varied sources. * Visits within History have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding. * Fundamental British Values are evident in History and children understand how it can celebrate difference. | | | | | |