

# St Francis' Catholic Primary School, Goosnargh

## Curriculum Intent, Implementation and Impact

*St. Francis' Catholic Primary School*

**LIVING FEELING DREAMING**

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all  
As children of God, we care for each other and we always try to do our best'

## HISTORY

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

### Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

## **Intent**

A high-quality History education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. We want our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Through our History lessons, we want to help children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that, through the study of history, children make sense of their world and enrich their understanding of it.

In order to prepare children for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Through our curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

The National Curriculum for History aims to ensure that all children:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## **Pupil individuality and worth**

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others.

We believe that all children should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

## **Breadth, balance and creativity**

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all children are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

### **Relevance and adaptability**

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of children and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

### **Implementation**

#### **Planning the curriculum**

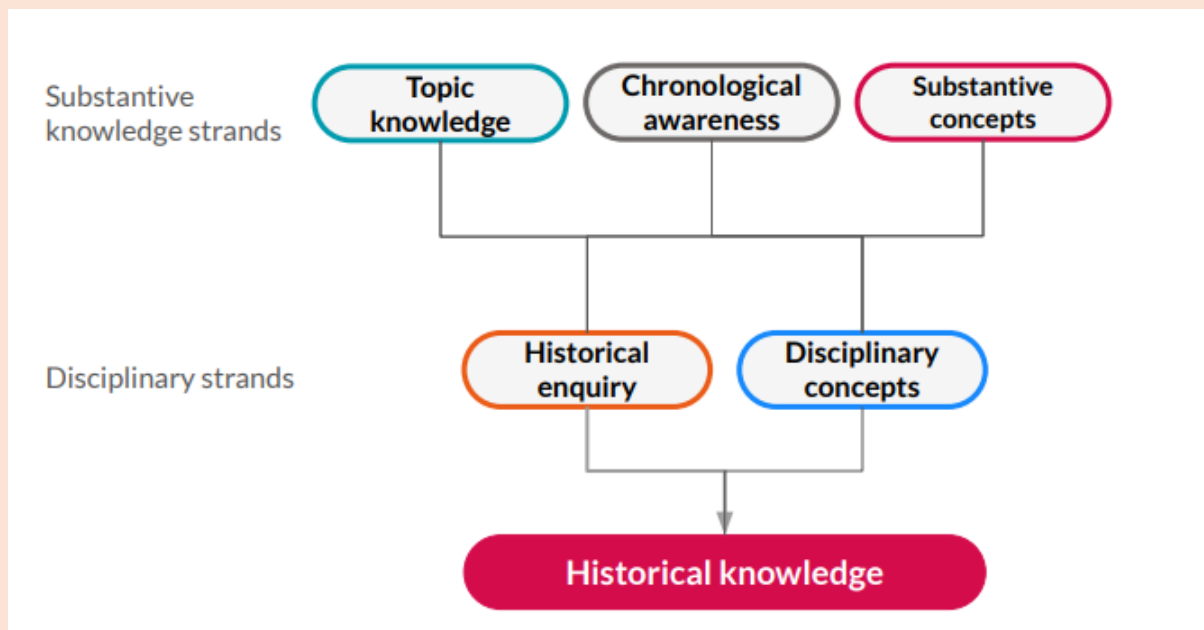
Teachers plan the History curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We have designed our own curriculum with KAPOW scheme of work supporting our teaching and learning units.

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

#### **Progression - The teaching and learning of knowledge and skills**

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.



Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes, which are crucial to their future learning in History.

### **Adaptive Teaching**

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all children without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In History, lesson adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- engaging in history workshop days
- precise and explicit modelling of tasks
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- teacher intervention to address gaps or misconceptions
- the use of appropriate vocabulary at varying levels of difficulty during lessons
- careful use of support for children with English as an additional language
- dual coding with key vocabulary and pictures
- adapted texts
- providing additional tangible resources to explore and feel
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- flexible working groups
- regular opportunities to revisit previously taught knowledge
- different colour paper/overlays/background on the whiteboard
- provide a prompt

### **Consolidation**

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

### **Challenge**

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

### **Enrichment**

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

**By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:**

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

### **Continuity**

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

### **Assessment**

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

### **Impact**

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the children as stated in our intent.

Our curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing children against the learning objectives.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.