HISTORY CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their r starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best satisfy the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. All staff through scaffolding and modelling will support those who still need a play-based approach.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons

and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

NATIONAL CURRICULUM PROGRAMMES OF STUDY

Purpose of study

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

Aims

The national curriculum for history aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

History - End of Year Expectations - Nursery

Understanding	• Pictures and role-play used to re-enact simple stories in sequence. • Understand the key features of the life cycle of a plant and an animal. • A range of vocabulary related to the passing of time can be used e.g. now, then, next, yesterday, tomorrow, today. • They can describe and sort objects they use now / then eg. Related to when they were a baby / now.
Enquiry	• Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.
Periods	• Begin to make sense of their own life-story and family's history.

History - End of Year Expectations - Reception

Understanding	• Pictures and role-play are used to re-enact simple stories from the past. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • A range of vocabulary related to the passing of time can be used e.g. now, then, a long time ago, past. • They can describe and sort objects and events into old and new.
Enquiry	• Understand the effect of changing seasons on the natural world around them. • They are beginning to learn about the different ways that we can find out about the past, eg/ sources, books and internet. • They can verbally describe similarities and differences between old and new artefacts and can sort and compare them to today's equivalent eg. Toys and transport.
Periods	• Begin to discuss the differences between life now and in the past using pictures and artefacts.

History - End of Year Expectations - Year 1

Understanding	• Pictures and role play can be used to tell simple stories from the past. • They can identify the similarities and differences between life during a specific time in the past and life today. • A range of vocabulary related to the passing of time can be used e.g. before, after, a long time ago, past. • They can describe and sort objects and events into old and new.
Enquiry	• Children can ask simple questions about the past. • They are beginning to learn about the different ways that we can find out about the past, eg/ sources, books and internet. • They can answer questions about the past using given sources and by making simple observations – who, what, why, how and where. • They can verbally describe similarities and differences between old and new artefacts and can sort and compare them to today's equivalent.
Periods	• They can begin to discuss some significant historical events, people and places in his/her own locality • They can begin to discuss significant events and people in Britain within and beyond their living memory • They can begin to discuss significant events and people from the wider world, within and beyond their living memory eg. Queen Elizabeth / The fire of London.

History - End of Year Expectations - Year 2

Understanding	• Children can use pictures and role play to tell more complex stories from the past. • They can both identify and describe the similarities and differences between life during a time in the past and life today. • A wide vocabulary of everyday historical terms, including those related to the passing of time, can be used appropriately. E.g. before, after, a long time ago, past. • Children can place events and objects in chronological order.
Enquiry	• Children can ask more focused and detailed questions about the past. • Children are beginning to understand that we can find out about the past from primary and secondary sources. • They can answer more in depth questions about the past using given sources and can begin to refer back to the source material. • They can describe an artefact both verbally and in writing to include; object materials; size; signs of wear and tear.
Periods	• Children can discuss some significant historical events, people and places in his/her own locality • They are able to discuss significant events and people in Britain within and beyond their living memory eg. North East castles and their usage, Grace Darling, Christopher Columbus.

History - End of Year Expectations - Year 3

Understanding	• Children can understand that key events happened in history. • Timelines can be used to identify and show changes between specific periods of history. • They can simple key words and phrases relating to the passing of time within the period studied. • Children can begin to understand that the past can be divided into different periods of time.
Enquiry	• Children can, in small groups, create historically valid questions about similarities and differences between the past and today. • They can begin to look at different representations of the period studied. • Children can use a range of given sources to make simple observations in answer to questions about specific people and events. • They can examine artefacts.
Periods	• Children can discuss the impact of significant historical events, people and places in their own locality. • They can discuss historical changes in Britain; what caused them and the impact on life in Britain eg. Stone Age. • They can explain the achievements of ancient civilizations and their impact on the world in the past and today eg. Ancient Greece.

History - End of Year Expectations - Year 4

Understanding	• Children can give simple reasons as to why key events happened in history. • They can identify and describe changes between specific periods of history. • Dates and vocabulary relating to the passing of time can be used to describe changes in historical eras, including ancient, modern, century and decade, AD and BC, • Children know that the past can be divided into different periods of time.
Enquiry	• Children can independently create historically valid questions about similarities and differences between the past and today. • They are aware that the same time in history may be represented in different ways and can begin to question why this may be. • Children can now choose appropriate sources to answer questions about specific people and events; going beyond simple observations. • They are able to examine and compare artefacts.
Periods	• Children can discuss the impact of significant historical events, people and places in their own locality • They can discuss historical changes in Britain; what caused them and the impact on life in Britain eg. Roman Empire. • They can explain the achievements of ancient civilizations and their impact on the world in the past and today eg. Ancient Egypt.

History - End of Year Expectations - Year 5

Understanding	• Children can make links between some events and changes; giving some reasons for them. • They can identify and describe some changes within different periods in history. • Specific terms relating to the time period studied can be used appropriately. • Children can correctly use a timeline to order key events, using dates and chronological conventions.
Enquiry	• Children can create historically valid questions about the cause of an event. • They can suggest some basic reasons for conflicting historical accounts, which may not always be historically informed. • They can analyse sources of information for their accuracy, usefulness and relevance. • Artefacts can be examined with a basic understanding of what they tell us about the period studied.
Periods	• Children can begin to discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. • They can begin to discuss the impact and causes of historical changes in Britain. • They can begin to examine periods in world history; identifying contrasts with and influences on British society at the time eg. Mayans / Anglo Saxons.

History - End of Year Expectations - Year 6

Understanding	• Children can make links between events and changes; giving reasons for them and explaining the result. • They can identify and describe changes within and between different period in history. • Abstract terms such as empire, civilisation, parliament and peasantry can be used appropriately. • They can place events, people and changes into correct periods of time and order the periods of time in chronological order.
Enquiry	• Children can create historically valid questions about the cause and significance of a key event. • They can suggest appropriate reasons for conflicting historical accounts. • They can analyse sources of information for their usefulness and relevance and combines them to answer questions. • Artefacts can be examined and children can explain using historical reference what they show us about that time in history.
Periods	• Children can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. • They can discuss the impact and causes of historical changes in Britain eg. Conflict / crime and punishment.