



St. Mary's Catholic Primary School Curriculum Statement

History

"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."

Robert Penn Warren

"Those who cannot learn from history are doomed to repeat it."

George Santayana

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all areas of History. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	Our teaching sequence will be: • Will start with 'The Big Question' – setting the scene for historical enquiry and learning that is about to take place within the chronology of pupils learning and skill development to date. Starting with what the children know, understand, are able to do and able to say. • Review/ recap most recent learning in history. • Specify key vocabulary to be used and its meaning. • Specify historical skills to be used. • Provide opportunities for the children to work interactively. • Provide opportunities for children to critically review their own work and other sources. • Reflect individually on their learning and historical skills used and acquired.	Pupil Voice will show: • A developed understanding of the vocabulary and skills of History at an age appropriate level • A secure understanding when considering information in a variety of historical sources for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing History, their own work and identifying their own strengths and areas for development

The curriculum leader will: • Understand and articulate the expectations of the curriculum to support high quality teaching and support staff in the delivery of this. • Ensure an appropriate progression of skills document is in place which ensures continuity, progression and knowledge development throughout the age phases. • Monitor progression of skills and knowledge throughout year groups using the assessment grid criteria information. • Support teachers when supporting struggling children and extend more competent children, celebrating the achievements of all. • Ensure an appropriate progression for vocabulary and skills is in place for each phase of learning, which builds on prior learning. • Keep up to date with subject developments and share good practise and support materials eg. Transition project.	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Have developed displays which include actual pieces of work, examples of the big question being studied, secondary source materials and carefully chosen vocabulary, and which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.	Displays around school and work books will show: • Pupils have had opportunities for practice and refinement of skills. • Pupils know how to use and interpret a variety of source materials. • A varied and engaging curriculum which develops a range of historical skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the history curriculum.
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The class teacher will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as budding historians because they know how to make links. • Safe and happy in history lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on historical skills and knowledge • Develop historical skills and confidence over time because of careful planning, focused delivery and time to practise and hone skills.	The curriculum leader will: • Celebrate the successes of pupils through planned displays and website links. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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