At St Teresa's Catholic Primary School our curriculum is driven by our mission *to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community.*

Intent:

At St Teresa's we deliver a high quality and vocabulary rich history curriculum. Pupils gain coherent knowledge of the past and events which have shaped the present day. Children are encouraged to become increasingly curious, critical and analytical thinkers as they develop their historical skills and vocabulary. They are encouraged to develop their vocabulary through asking perceptive questions and weighing evidence to create well rounded and accurately evidenced judgements. We provide a broad, balanced and differentiated curriculum to ensure progressive development of historical concepts, knowledge and skills. Children gain a coherent knowledge and understanding of Britain's history and that of the wider world which helps to stimulate their curiosity to know more about historical events. We teach children to develop an understanding of the complexity of people's lives, processes of change and the diversity of different societies.

Implementation:

To ensure and maintain high standards of teaching and learning in history, we implement a bespoke curriculum that shows progress across the Key Stages. History is taught through termly units of work which focus on the knowledge and skills stated in the National Curriculum. Children develop their understanding of key vocabulary through the use of word mats and independent research. This is to allow them to further their understanding of the meanings, definitions and context of the subject specific vocabulary used.

Units of work are sequenced and systematically revisited to ensure that pupils know more and remember more as they move through primary school and transfer into KS3. This is achieved through the teaching of key conceptual threads such as the monarchy. Children are taught about Kings and Queens in EYFS, specific monarchs in KS1, ancient historical leaders in LKS2 which then leads into UKS2 comparing changing powers of the monarchy. Where units of work allow, links are made to the local area and its historical events and individuals associated with Darlington and the surrounding areas

Our curriculum covers the National Curriculum and is underpinned by the building blocks of History known as Threshold Concepts.

1. **Developing chronological understanding** – an understanding of when events occurred through history and understanding that some aspects of history occurred at similar times.
2. **Communicating History** – using historical vocabulary to convey their understanding of the past.
3. **Investigating the Past** – recognising that knowledge of history is developed through the use of evidence and sources of information.
4. **Thinking like a Historian** – children to draw conclusions and coherently explain concepts based on their ever-developing knowledge and understanding of different events and periods of time.

Wherever possible cross curricular links are integrated and children are given the opportunity to participate in educational visits which link to their learning. Visits, either in or out of school, are an important way of stimulating pupils' imagination and to gain first-hand experiences.

Impact:

Our curriculum demonstrates the progression of knowledge, skills and vocabulary which form parts of the units studied. Children record what they have learned comparative to their starting points at the end of every unit. By the end of Year 6, children are able to draw comparisons and make connections between different time periods and their own lives. Children will have an understanding of chronology and be able to talk about different eras and events of the past.

When pupils leave our school, they will know more, remember more and understand more about History. They will have developed a secure knowledge and understanding of people, events and historical periods and used this to develop the ability to think and write like historian.