



West Heslerton CE Primary School Curriculum statement for the teaching and learning of History

ETHOS	<p style="text-align: center;">“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community. The hallmarks of a Christian life lived well are – · Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness Galatians 5:22 – 23</p>			
SCHOOL INTENT	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society. To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently. Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>			
SUBJECT INTENT	<p>At West Heslerton we aim to deliver a high-quality history curriculum that will inspire curiosity about the past including Britain and that of the wider world. Within our history curriculum, we ensure that children consider how the past has influenced the present, what past societies were like and what beliefs influenced people’s actions. From this, children will develop a concept of chronology, which will underpin children’s developing sense of period. The children will have the ability to think critically about history and communicate ideas confidently for a range of purposes to reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view. With this, we have designed a curriculum full of subject concepts personalised for the children at our academy to build upon their conceptual knowledge.</p>			
UNDERPINNED BY	High expectations	Modelling	Fluency	Vocabulary
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.
IMPLEMENTATION	<p>Skills, knowledge and vocabulary are taught following the National curriculum. In EYFS we follow the ‘Birth to 5 Matters’ and use the Development Matters Checkpoints to track progress, these are non-statutory - only the ‘Early Years Framework’ is statutory. See EYFS UWT Long term Progression Plan. Our threads of Church, Conflict, Monarchy and Settlement run throughout our curriculum.</p>			

	Busy Brain Time Tasks are set for children during Busy Brain Time (EYFS/Yr1). These tasks are to promote independent learning, time management, organisation and problem solving.	Cross curricular This subject is taught across the curriculum ensuring that skills are applied in other subjects.	Outdoor Learning As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary. EYFS and Yr1 also have continual access to outdoor learning as part of their provision.	Wider Opportunities The children are given the opportunity to experience History in other ways, such as: Visits to museums- relevant to topics. Visitors coming into school to talk about the local area and its history. Visiting local digs. After school clubs
	Whole School Events As a whole school we come together to celebrate and/or take part in specific themes and events such as: Bonfire night/Guy Fawkes Remembrance Day Royal Weddings, Jubilees etc	Inclusion All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons. There may have been a prior learning challenge, to help with specific lessons.	Continuous Professional Development (CPD) To further staff's subject knowledge and skills, professional development is undertaken when required.	Nurture The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> • Learning • Wellbeing • Behaviour • Language • Safety • Transition
IMPACT	We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.			
	We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.			
MONITORING METHODS	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes
	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.