



St Joseph's Catholic Primary Voluntary Academy Curriculum Statement

History

“Those who cannot learn from history are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read history are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.”

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?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • 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. • Ensure that the curriculum is accessible to all. • Ensure that the monitoring is purposeful, effective and impacts on teaching and learning. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline. • Daily review: Brief review of learning covered in previous lesson/s • Specify key vocabulary to be used and its meaning • Conduct Historical enquiry using a variety of sources and / or artefacts • Interpret their findings • Communicate their historical knowledge and understanding appropriately • Evaluate their learning and compare with other historical periods studied as appropriate • Linked to enrichment opportunities to include topical history events eg Remembrance, Black History Month 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of historians at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge. • 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
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians. • Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best historians they can be, and challenge teachers to support struggling historians and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify historians who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current history research and subject development through an appropriate subject body or professional group. • Liaise with teachers and other professional bodies regarding CPD opportunities 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLLS, including actual pieces of work and known historians, and carefully chosen vocabulary, 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. • Provide a nurturing, happy and vibrant environment where all pupils feel valued and supported. • Develop pupils' confidence and resilience by fostering a 'can do' approach to their work 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • 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 historical curriculum. • A broad, sequential and developmental curriculum is being followed across school

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • 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. • Ensure that cross-curricular links are identified and explored. • Plan detailed lessons which develop children's learning. • Make accurate use of assessment for learning to assess children's progress, skills and knowledge. • Complete detailed end of unit assessments for future planning. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • 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 an historian because they know how to be successful. • 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 historical skills and knowledge • Able to develop their historical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • 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. • Monitor the impact, implementation and intention to ensure that the curriculum is broad and balanced.
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