Curriculum Offer for HISTORY

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

Our History curriculum encourages children to devise their own questions about what they learn and to be analytical in their thinking. Children's ability to reason is developed through historical enquiry.

Vocabulary Development

In order to develop children's vocabulary we have identified subject specific vocabulary (which we call tier 2 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all

SEND/Disadvantaged children will have full access to the curriculum, fitting in with our aims. A range of sources will be provided alongside differentiated text-based sources. This could include artefacts, images and auditory resources. When answering the enquiry question at the end of a unit, the way of doing so will be adapted accordingly. Written tasks will be adapted to suit the needs of the child or alternative methods of recording answers will be provided – e.g. videoing children.

IMPLEMENTATION

The teaching of History is led and overseen by the History subject leader, with a regular programme of monitoring, evaluation and review to ensure teaching and learning of the subject is of the highest quality.
The teaching, learning and sequencing of History at St. Peter's follows:
- a blocked curriculum approach to ensure coverage and progression in all skills relating to History.
- KS1 and KS2 follow an enquiry approach to all lessons. This involves working towards gathering evidence to answer an enquiry question or range of questions by the end of a unit of work.
- in KS1, our learning focuses on significant changes, events and individuals. We start off by developing children's understanding of the world around them and their living memory of history, before moving beyond their living memory of history.
- in KS2, we study longer periods of history, with periods of study chosen to match the complexity of the topic to the age of the children.

CURRICULUM STRUCTURE

Curriculum breadth

We use the National Curriculum as our main driver to ensure a full and broad history curriculum.

Making links

Our teachers make meaningful links to other subjects wherever possible. The History curriculum offers lots of opportunities for cross-curricular links, in particular with English and Geography.
Within the subject of History itself, we compare how long ago our current period of study is in relation to other periods studied, the geography of the period in relation to other periods, as well as finding other similarities and differences between periods of study, for example the length of time the period lasted.

Recording

Within each unit:
- children are provided with a knowledge organiser for the topic.
- children complete a prior knowledge mindmap.
- children are shown a personalised KS1/KS2 timeline on which they plot their current period of study.
- children answer the enquiry question(s), using evidence gathered throughout their sequence of lessons, at the end of each unit of work.

Teaching approaches/Pedagogy

We centre our teaching approach to History around developing children's *chronological understanding, knowledge and enquiry skills.*

Progression in HISTORY

Sitting below each of these is the progression document from Nursery to Year 6.
https://stpetersschoolwem.org.uk/wp-content/uploads/2020/03/History-Progression.pdf

IMPACT

Assessing Progress

Children have the opportunity to practise the range of historical skills from our progression document in lessons, which is assessed by pupils and teachers alongside the learning objective on a lesson-by-lesson basis.
Teachers assess the level of each child at the end of each unit, assessing whether the child is below, at or above the expectations for the year group.

Supporting staff/Training: membership of The Historical Association and CPD with Stuart Tiffany with access to resources being given.

Teachers and Teaching Assistants: Teacher and TA CPD audit undertaken annually- early- identification of strengths and areas for development noted by subject lead and appropriate training is identified as a result. In-house opportunities for CPD in staff meetings and feedback from deep dives. Regular TA meetings where key information is disseminated. Support staff are welcome to attend any staff meeting as set out in the school's development plan.
Subject Leads: Attendance at History network meetings led by Shropshire LA and Chester University/ Work with the school's improvement adviser.

Teachers/ Teachers new to school/NQTs
There is a folder on the school server for all teaching staff to easily see resources, knowledge organisers, quizzes and expectations for the delivery of History across the school.

Development point: To implement the enquiry question approach to planning across KS1 and KS2 topics.