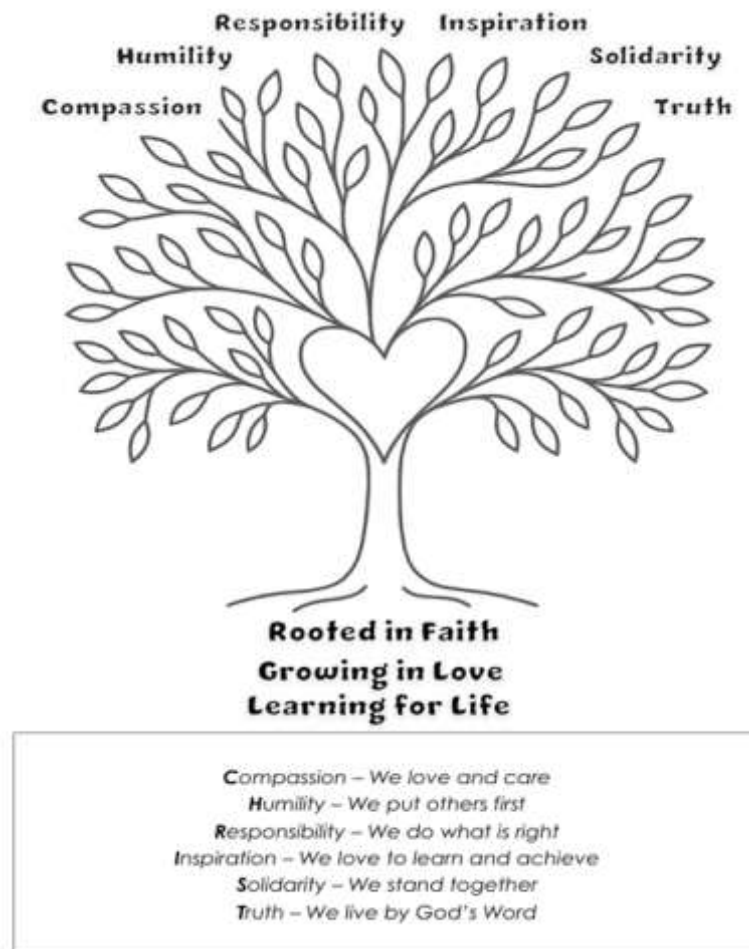




Whole School Curriculum Intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Our School Is Somewhere We Can Grow Together'. We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide. We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

Our Curriculum Intent for History:

With these aspirations, our intent for the History curriculum is:

- For children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To provide opportunities that stimulate children's curiosity to know more about the past.
- For children to appreciate history in a chronological context.
- For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- To develop the use of historical language and enrich their vocabulary to support their understanding of the world in the past. Children in the Foundation Stage are taught the historical elements of the Foundation Stage document through the Early Years Curriculum: Understanding the World.

Aims

History teaching offers opportunities to develop children's sense of identity through learning about the development of history throughout the world, focusing particularly on Britain and its influence throughout. Children will develop a strong understanding of chronology, learning how their lives differ from people's long ago, similarities and differences of past societies and identifying changes within and across different periods and identifying why there is change. Children will be introduced to what is involved in understanding and interpreting the past by exploring key concepts such as continuity and change, cause and consequence and difference and significance.

Our Curriculum Implementation for History:

At St Francis, teachers bring the history curriculum to life and engage children through a range of exciting topics and a variety of stimuli, including key texts, studies of the local area, historical artefacts and events, theatre

workshops and school trips. As a staff, we maintain strong links to the National Curriculum and incorporate an enquiry-based approach to children's learning about key historical events and people. We develop our Medium Term Plans drawing on historical themes in the termly topics, making links with other subjects wherever possible, including: Art, Science, RE, English and Geography. Links are made to termly topics and other curriculum subjects where appropriate. Long-term plans identify individual historical units taught across the year group phases. A planned progression of skills built into the history curriculum, means that the children are increasingly challenged as they move through the school. Children's work is celebrated through high quality displays and assemblies. The local area is also fully utilised to achieve the desired outcomes.

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

- All lessons have a clear learning objective taken from the National Curriculum and this is always shared with pupils. It should be written as a 'Can I...?' and be present on all pieces of work.
- Lessons may be made up of both knowledge learning and practical activities.
- Precise questioning during lessons ensures that pupils think deeply.
- Where possible, children should have access to, and handle artefacts.
- Visits from and to Crawley Museum are used to enhance learning.
- Lessons provide opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- During lessons, children have access to secondary sources such as books and photographs.
- Every lesson should show progress and/or help children to deepen their understanding and should build on prior knowledge, therefore all children should be challenged.

- Opportunities for self and peer assessment should be incorporated into every lesson. Children should consider what they did well and how to improve. Children are expected to perform to the best of their ability. All work should be self-assessed using traffic light colours and there should be indication of support from an adult (see Marking Key).
- All children should be given a Next Step per topic in their book (see Marking Key) and given time to go back and work on this or show their reflections using a pink pen.

Early Years

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim

Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality

Key Stage 2

In key stage 2, history is about developing a sense of identity through an increasing understanding of chronology and historical enquiry through both overview and indepth studies of British, local and world history. Children will also start to construct informed responses to significant historical questions through the organisation of relevant information. Children will also start to ask their own historically valid questions about change, cause and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Children:

- use their understanding of chronology and historical terms when talking or writing about the past.
- find out about people and important events and developments from recent and more distant times, making links across different periods of history;
- learn about different aspects of local, British and world history;
- discuss why things happened or changed and the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Sequencing the Curriculum

The History curriculum has been carefully sequenced through consultation with staff and the History Subject Leader in order to create the Topic Curriculum Maps. These outline the National Curriculum objectives each year group will cover within a topic and the outcomes planned for. National Curriculum objectives have been mapped to ensure full curriculum coverage and opportunities to revisit skills throughout a key stage. These documents are used by teachers to support with planning to ensure there is a clear progression of skills across all History topics.

Assessment and Record Keeping

At St. Francis of Assisi School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Assessment will be based on an assessment of key skills and essential knowledge and understanding within History. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring and Evaluation

In History, the Subject Leaders and SLT know that children achieve their very best through regular monitoring which includes lesson visits, book and planning reviews, staff meetings and pupil voice. Subject Leaders regularly meet and report to link governors. The work of the History subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Role of Subject Leader

The Subject Leader will be responsible for improving standards of teaching and learning in History through:

- Pupil progress,
- The quality of the learning environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with subject developments.