



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S

History Curriculum Statement



Intent

Our history curriculum has been specifically tailored to meet the unique context of our schools. It is designed to be broad and balanced, providing all pupils with the opportunity to master their learning and deepen their knowledge, making sense and giving purpose as to why we learn about history.

Prompt One: The philosophy for delivering a broad and balanced approach that delivers all aspects of the subject

At St. Patrick's and St. Edmund's we follow a broad and balanced history curriculum giving pupils the opportunity to build, master, and deepen their knowledge and understanding of Britain's past and that of the wider world. We recognise that our city and our respective communities are a vital resource to inspire pupils' curiosity and to celebrate their own heritages.

Prompt Two: The key strands of the subject that pupils will learn through the school's age-related expectations

We aim to build high levels of competence in the subject specific skills of:

- Chronological Understanding
- Contextual Knowledge and Conceptual Understanding.
- Historical Enquiry

Prompt Three: How learning is structured, organised and resourced

Implementation

History is taught through the framework of the 2014 National curriculum. The principles and content of its requirements have been carefully placed at the heart of the school's programmes of study in history.

We follow a curriculum overview based on a two yearly cycle of topics. Teachers from Key Stage 1, Lower Key stage 2, and Upper Key stage 2, plan topics together. This enables colleagues to share ideas, their curriculum strengths and resources. These plans are closely linked to the school's Age-Related Expectations (ARE's) in history for each year group which allows a consistent application of the curriculum throughout the Key stages.

A curriculum coverage file is kept for each cohort. This enables both class teachers and the subject leader to monitor coverage and identify progress made throughout the lifetime of a cohort in the school.

A whole school system is used which links the ARE to each child's own research and classroom studies and assessment.

This is done through:

- **Title Pages** with key vocabulary and 'I cans' taken from the schools ARE's in the curriculum coverage files.
- **Knowledge organisers:** an introduction to the topic and to develop prior learning.
- **What I know grids:** used as a prior learning, monitoring and assessment tool.
- **Sequence of work:** which includes WALTs and success criteria to build mastery and challenge questions to develop greater depth and critical thinking through aspects of SMSC.

Resources

This system is greatly enriched through cross-curricular studies and by visiting and accessing libraries, museums and historical places of significance both in our city and its surrounding areas. On-line resources and topic boxes with an extensive range of primary and secondary materials enable children to participate in exciting, enquiry based learning.

Prompt Four: How pupils' learning and progress is assessed

Assessments are carried out in various forms.

- Quizzes, information leaflets, and fact files.
- 'What I know' grids.
- Children complete differentiated end of topic assessments. These are informed by the schools ARE 'I cans' and curriculum coverage.

Outcomes from these are used to inform the assessment of history at the end of the academic year. Children are evaluated as either Working towards Standard, at the Expected Standard or Greater Depth Standard. These assessments and outcomes are an invaluable tool for the subject leader to measure the impact of the current system. This combined with other forms of monitoring help to inform the subject leader's Position Statement and Action Plan in history for the following school year.

Impact

Prompt Five: The knowledge, skills and concepts that pupils gain from learning the subject.

A high quality of historical education feeds into all areas of the curriculum. Skills and knowledge gained are particularly relevant to Science, Mathematics, English and Geography.

Children will:

- Gain skills of critical thinking and acquire and effectively use new vocabulary.
- Develop the ability to weigh evidence and to think through an argument.
- Build judgement and perspective through chronological studies.
- Develop research, interpretation and presentation skills which can then be disseminated using ICT and Art and Design mediums.

We challenge pupils 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.