



Our Lady & St Edward School History Curriculum

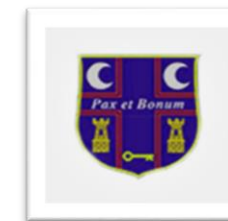
Intent, Implementation and Impact

Children's learning and development is at the heart of all we do.

We appreciate the skills and talents that every individual in our community demonstrates and believe that through establishing strong relationships, all should feel a strong sense of belonging to our school.

Every aspect of the curriculum is valued.

Every moment is a learning opportunity.



Intent (specific to subject)

Intent:

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups. It will also help children to gain a sense of their own identity and the challenges of their time.

(History Intent statement on server: Teaching/ History/ Curriculum/ Intent statement)

Implementation – sequential, progressive planning national curriculum, knowledge organisers, retrieval, reading, vocabulary, oracy, wider opportunities eg partake, visits, monitoring pupil voice, books, visits, environment

Implementation:

History will be taught on its own through various History topics; alongside Geography and across the whole curriculum, which will include English, maths, ICT, science and art opportunities. Our History curriculum aims to excite the children and allow them to develop their own skills as historians. We encourage regular references to timelines as well as a hands on approach involving artefacts and Partake theatre company to bring History alive to the pupils and offer a creative and exciting learning experience. The planning of learning will start with the skills and knowledge that need to be taught taken from our skills progression ladders alongside our non-negotiables to ensure a good progression throughout year groups.

Each topic will start with a timeline, adding on to previous years' History topics, this should help pupils to gain a good understanding of historical events over time. The use of artefacts will encourage children to become history detectives, asking questions and gaining an understanding of the past. Inviting people into school and using Partake Theatre Company will bring history alive to the children. Each topic will end by adapting their timelines so that the children know where their topic fits in history and in relation to other historical periods.

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Progressive planning/ sequential: By using the curriculum coverage and progression grids, with learning objectives, all teachers should be following a good structure to ensure planning is sequential and all areas of History are covered. These have been produced for all topics for all 3 terms.

Monitoring and pupil voice: This takes place each term and outcomes are fed back to staff, copy given to Head teacher and copy kept in History folder. History is monitored using medium and weekly plans and work in books. The most recent History monitoring showed a LO for Oracy. At the start of each topic, a knowledge organiser is shared with parents to inform them of the content of the topic. Pupil voice and environment walks are carried out each term. As History is mainly taught in the Advent and Pentecost terms displays are History focused in these terms. The last pupil voice carried out showed children were very enthusiastic about History and enjoyed the topics covered and their lessons. During a recent History staff meeting a number of points were shared with all staff, including the use of mind maps; retrieval practice; marking; resources and use of progression grids.

Environment/ resources: During Advent and Pentecost terms the classrooms and school environment always have good History displays containing History vocabulary and showcase a variety of children's work including mind maps; written articles, stories and accounts and pictures. A History resource cupboard has been created in the library containing new resources for most topics covered in school. Some resources are also kept in classrooms. These resources include teacher and pupil books; artefacts; written documents; pictures and photos.

Wider opportunities: Every year each year group has a session from Partake. These include handling artefacts and drama workshops. Photos from these sessions are on server and in History folder. Pupils say they really enjoy these sessions through pupil voice. Year 1 visited Nottingham castle this year to enhance their learning of Nottingham and castles. We have celebrated the Queen's Jubilee by having a homework competition, work displayed in the corridor and a whole school Jubilee party. Children also had homework set in October encouraging them to find out about a famous person from their country of origin, their work was displayed in school. More recently, homework has been set for the King's coronation and planning is underway for a 'Coronation Day' on Wed 3rd May, which will include Coronation activities and a family picnic.

Impact – outcomes based on monitoring

By feeding back to staff individually and during staff meeting, it is hoped that all staff will follow the progression grids and the learning objectives so all areas are covered in the topics. Including an Oracy LO, will encourage children to debate and discuss topics during the lesson. Some staff are starting each topic with a mind map and returning to it at end using green pen. The use of the new resources has engaged children during their lessons and ensured there are a variety of sources for them to use. Pupil voice shows children learn well from Partake so I will continue to book experiences like this for each year group. The majority of teachers differentiate the work in History. There has been a good response to homework set so this will continue.