St Lawrence Church of England Primary School

Curriculum Statement for History

Vision
'Achieving together † Learning for life in all its fullness' **Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.**
Intent
At St Lawrence Primary School, it is our intention that History will inspire the children's curiosity about the past in Britain and the wider world. The children are taught to consider how the past influences the present, what past societies were like and how beliefs and cultures influence people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people as well as an understanding of how these are connected. We consider the development of historical skills as important as the gathering of historical knowledge. The children are taught to think, talk and behave as Historians and Archaeologists, posing their own historically-valid questions, as well as examining, interpreting and evaluating a variety of sources in order to make deductions about the past. The children investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. They learn to communicate this in a variety of ways, using increasingly more complex subject-specific vocabulary.
Implementation
Our curriculum ignites curiosity, inspires a love of learning and builds knowledge, understanding and skills, to develop awe and wonder of the world around them. The children explore global themes through an enquiry-based curriculum, carefully mapped out to make cross-curricular links with other subjects wherever possible. In EYFS, children learn about their own lives since they were born. Children learn about the lives of significant individuals and changes that have occurred over time, developing the relevant historical vocabulary to prepare them for Key Stage One. Within Key Stage One, children participate in thematic studies to develop an awareness of the past, understand key people and events and begin to develop skills to study history, such as hypothesising and questioning. Where possible, this is focused around a local study of people and places, making it as relevant as possible to the children. Within Key Stage Two, topics within history build sequentially and are taught chronologically from year three to year five. Within year six, the children complete a thematic study in British History beyond 1066 to revisit and build on prior learning, make links between topics studied and deepen understanding. Progression is achieved by using the objectives drawn from the year group expectations, detailing specific knowledge, skills and understanding. These have been written by the History subject leader, using a selection of high-quality sources and closely linked to the National Curriculum. School visits are used within the History curriculum to develop a deeper understanding of the time periods studied and to inspire the children so that they have a lifelong love of History.
Impact
To monitor the impact of their teaching, teachers carry out continuous assessment. They use short-term assessments, matched to the specific year-group expectations, to adjust their planning. At the end of each long term, teachers input their data onto the whole school data tracking system to track the children's progress and attainment. The History subject leader looks at these during the year to monitor the progress of pupils. The subject leader also monitors the impact of what has been taught by reviewing planning, undertaking regular book looks and talking to pupils and staff. Common areas for development within the class are investigated, as well as any children working below the age-related expectation. Any objectives that haven't been covered are identified and passed on to the next class teacher.
How we support children with Special Educational Needs in this subject area: We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject, including History. In History, our pupils with a Special Educational Need are supported through use of our carefully considered Long Term Plan that regularly builds on prior learning. Through making links to what pupils already know, this allows children to make progress from whatever their starting point. The variety of different teaching styles used also benefits pupils with a Special Educational Need, as well as differentiation within tasks and outcomes in the subject. Guidance on differentiation is provided to all staff. This differentiation might include classroom organisation and grouping, visual resources, pre and over learning of key vocabulary and questioning, enabling all children to reach their full potential in History.