

St Thomas More Catholic Primary School Curriculum Statement History

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Big picture: Placing of the history being studied in the chronological context of previous learning using the class timeline. • Brief review of learning covered in previous lesson/s. • Specific key vocabulary to be used and its meaning understood using Word Aware teaching sequence. • Conduct historical enquiry using a variety of sources and / or artefacts. • Ask questions and interpret their findings. • Ensuring children communicate their historical knowledge and understanding appropriately. • Ensuring that children evaluate their learning and compare with other historical periods studied as appropriate. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of historians at an age appropriate level. • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing history, their own work and identifying their own strengths and areas for development.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more history knowledge and develops them as readers and writers. • Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling pupils and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each topic. • Identify historians who underpin specific areas of the curriculum. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment. • Provide appropriate sources and artefacts. • Be text rich with a challenging selection of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. • Have working walls which are regularly updated and include known historians and carefully chosen vocabulary. • Be organised so that pupils are supported in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of historical skills. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed. • Work which showcases the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum. • Key historical vocabulary being used.

<ul style="list-style-type: none"> • Keep up to date with current history research and subject development through an appropriate subject body or professional group. 		
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best history teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a historian because they know how to be successful. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on history and knowledge. • Develop history skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. (Book scrutinies, lesson observations and pupil voice.) • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Identify areas for further staff development through regular monitoring and provide ongoing professional development to ensure excellence in practice.