

St Thomas More Catholic Primary School Curriculum Statement History

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

| Intent | Implementation | Impact |
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| <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:</p> <ul style="list-style-type: none"> • Look at the big picture: Placing of the history being studied in the chronological context of previous learning using the class timeline. • Introduce the key concept – where have we seen this before? Enabling children to make links in their historical knowledge. • Provide children with the opportunity to conduct their own historical enquiry using a variety of sources and / or artefacts. • Provide regular retrieval practise to review learning covered in previous lesson/s. • Teach key vocabulary using Word Aware strategies. • Allow children the opportunity to ask questions and interpret their findings using sources. • Ensure children communicate their historical knowledge and understanding appropriately. • Ensure 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 to understand chronology, build an overview of world history, investigate and interpret the past and communicate historically. • Ensure that the progression in knowledge and skills supports children in 'knowing more and remembering more' history knowledge. • Ensure an appropriate progression of history skills and knowledge is in place over time so that pupils | <p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate sources and artefacts (primary and secondary sources). • First-hand experience where appropriate and possible. • 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. • Use narratives to introduce significant individuals. • 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"> • Big Question for the topic will be on display. • Displays will show key concepts which are being revisited/taught. • Books will show pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of historical skills. • Clear scaffolding of support ensuring every child's specific needs are targeted and addressed. • Work which showcases the skills learned. |

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| <p>are supported to be the best readers they can be, and challenge teachers to support struggling pupils and extend more competent ones.</p> <ul style="list-style-type: none"> • Ensure that the curriculum is organised into key concepts, so that children meet 'big concepts' more than once. • Ensure an appropriate progression for vocabulary is in place for each topic. • Identify significant individuals who underpin specific areas of the curriculum. • Keep up to date with current history research and subject development through the Historical Association. | | <ul style="list-style-type: none"> • 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. |
| <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. • Use the Historical Association for support with planning and building their own knowledge. | <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. |