

St. Mary's & St. Benedict's Curriculum Intent and Aims

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be confident, independent, curious, open-minded, enthusiastic, observant, co-operative and resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

Overleaf is set out the Intent, Implementation and Impact for History.

In History we develop the qualities listed overleaf in our whole school intent and aims in the following way:

Intent

At St. Mary's and St. Benedict's Primary School, our high-quality History curriculum aims to fulfil the requirements of the National Curriculum in an exciting, inclusive and challenging way. We follow the National Curriculum objectives for History and have adapted the curriculum cycle to suit our needs as a school. We have high expectations for our children and we ensure our planning is against Age Related Expectations for each year group. We ensure tasks are appropriately differentiated or adapted to meet the individual needs of our children.

Teachers will inspire the children's curiosity to know more about the past, encourage them to ask questions and enable them to have a better understanding of the society in which they live and that of the wider world. The children will gain knowledge and a coherent understanding of people, events and periods in history whilst being provided with opportunities to interpret information from different sources, evaluate historical information and use methods of historical enquiry. Each year we hold a Topic week to inspire children's curiosity about the past. We encourage visitors to come into the school and share their experiences of events in the past.

Implementation

We plan History using the Lancashire County Council scheme of work, which we have adapted to suit our needs. As our school has mixed aged classes, we plan History on a 2 year cycle to ensure all children have complete coverage of the National Curriculum and have access to the same experiences. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. We focus on 'sticky knowledge' as children progress through school as we encourage children to recall their prior learning when beginning a new topic. Children record their History work in their Topic books. Teachers annotate their plans and use Assessment for Learning methods to ensure all children can access the History curriculum at their own level.

In Key Stage 1 children develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. In Key Stage 2 children continue to develop a chronologically and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should identify connections, contrasts and trends over time and develop the appropriate use of historical vocabulary. They should regularly ask and answer questions about change, cause, similarity and difference, and significance.

Impact

We know that children have achieved in History through the use of Assessment for Learning which is used by all teachers and is set out in our Feedback Policy. We use Assessment for Learning to formatively assess children through their progress in books. We moderate our children's attainment through conducting 'Book Looks' at regular points throughout the academic year. We measure progress through the use of KWL grids, Knowledge Organisers and end of topic Teacher assessments. The end of unit assessments allow teachers to review our children's progress, identify strengths and recognise areas for development. This allows us to make changes accordingly and raise attainment.

Subject Leader: N.Lowe

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