



ST. PETER'S CATHOLIC PRIMARY SCHOOL

CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT

HISTORY

INTENT

Our aim is that our History Curriculum will ignite children's interest about the past in Britain and the wider world. It is designed to build on children's prior learning, introduce new experiences and enable children to make connections. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. At St. Peter's, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. Our history curriculum is designed to ensure that children build on their knowledge as they move through school, allowing them the opportunity to revisit knowledge before adding to this. It is our intention that pupils become more expert as they progress through school, accumulating and connecting substantive and disciplinary historical knowledge.

Children at St. Peter's are encouraged to be curious and follow their own lines of enquiry in history. By the time children leave our school, they will be able to use evidence about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. Children at St. Peter's will be encouraged to ask their own questions and find a response to them. Our history curriculum represents the diversity of our world, and children at St. Peter's are always respectful when learning about different people and periods of history. They understand that sometimes, sources of evidence may include the opinions of others and they learn about these with respect and understanding. By

the time children leave school, they will have the skills required to independently investigate their own lines of enquiry by posing historically valid questions to answer. Children are given lots of opportunities to work collaboratively to discover about the past. They are encouraged to talk and discuss periods of time and will work together to share their findings. Our children are encouraged to aspire to know about key figures and key periods of time. By the end of each year, they will be able to answer their key questions and they will retain the knowledge they have acquired throughout the rest of their education. Children learn that it is not always easy to find the answer that we are searching for in history, and that we must use various sources of evidence to come to a conclusion. They are resilient learners who will persevere with their historical research. Children are encouraged to be creative and enrichment days and activities are completed to enhance and support our children's understanding of different historical concepts.

Our intention is that children leave St.Peter's with the understanding that history continues to influence our lives today and that their own contributions to society – regardless of age, gender or ethnicity – are important and can leave a lasting impact on the world.

IMPLEMENTATION

History is planned around a thematic approach as part of a coherent curriculum so that knowledge and concepts can progress within and across year groups and allow children to make closer links with prior learning.

In order for children to know more and remember more in each area of history studied, there is a structure to the sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. It allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, we allow children to build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into the sequence of sessions. This vocabulary is always accessible.

Relevant timelines are displayed in classrooms and are referred to so that children can sequence their prior knowledge in relation to new knowledge. At the start of a unit of learning, children are encouraged to discuss their prior knowledge in order for them to draw links between what they already know and what they are learning

about. This gives our teachers time to assess any gaps in knowledge. As teachers are aware of the historical knowledge being taught in each year group, they are able to plan sessions that build on what the children already know, effectively questioning them on their prior learning. All children are presented with a key question and they work towards answering this during each of their sessions. Pictorial cues on their knowledge organisers are used to help the children remember the knowledge they obtain in the sessions. Work is displayed alongside key vocabulary in the classroom. Visitors, whole school events, day visits and residential visits are planned to ensure that knowledge is deepened and given context. We explore the rich heritage of Doncaster through local links in order to make History more engaging, purposeful and relevant for pupils.

St. Peter's Primary School reacts to events taking place that will become significant in history and ensures that our children can fully immerse themselves in these.

Through our lessons, our staff inspire our children to develop a love of history and explore how it has shaped the world they live in.

IMPACT

The impact of using a timeline in every classroom ensures that the learning environment across our school is consistent and children will be familiar with the passing of time. Historical technical vocabulary is displayed, spoken and used by all. The whole school is engaged in the use of history-specific events and home learning tasks. Impact is measured through formative assessment by teaching staff and recorded throughout the year to demonstrate our children's progress. Through a combination of book looks and conversations with the children, the History Lead is able to monitor the teaching and evidence of the subject, as well as children's own learning and opinions. Children are enthusiastic about the subject and are able to discuss their learning, making links to previous topics and periods they have studied. Children leave St. Peter's wanting to continue to build on this wealth of historical knowledge and understanding.