

# Caton St Paul's C of E Primary School History Curriculum Statement

INTENT	<p>Our History Curriculum intends to inspire our pupils' curiosity to know more about the past in their locality and beyond. History helps our pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We believe the teaching of chronology is important as children need to understand the passage and organisation of time to develop an understanding of the past and how the present and future is shaped by our History. Our History curriculum will equip our</p> <p>Caton St Paul's HISTORIANS to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.</p>								
	<p><b>Vocabulary:</b> Our intentions for vocabulary in History is to expose all pupils to year group specific historical language taking from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about History.</p>	<p><b>Knowledge/Skills:</b> The intentions of History in school is to create a knowledge and skill led History Curriculum. Throughout their time at Caton ST Paul's, pupils will be given regular opportunities to practice and apply their History skills. Pupils at our school will be able to draw upon their History knowledge, both in History and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.</p>	<p><b>Progression:</b> Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&amp;S for the next year group. Teachers will use History progression documents to plan lessons that build upon K&amp;S and ensure there is a deep understanding so that all children master the learning.</p>	<p><b>Concepts:</b> The intention of our History Curriculum is to 'help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world' through teaching children a coherent narrative of British and World History. It is important that our children gain a chronological understanding of the historical eras and events they are studying. It enables our pupils to place their learning within the bigger picture and better remember historical people, periods and events.</p>					
IMPLEMENTATION	<p><b>SMSC:</b> The moral development of our pupils is an important thread running through the History Curriculum. Students are provided with opportunities to use their History skills in real life contexts, applying and exploring the skills required in solve problems and investigations. Research skills and teamwork are fundamental to History through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain ideas and knowledge to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.</p>	<p><b>Subject coverage/curriculum:</b> The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The curriculum overview document acts as the basis for teachers' planning. It is planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow the curriculum overview document closely, and only vary from it with the approval of the subject leader. Teachers may use their professional judgement to respond to British and global events to teach short discrete lessons and recording them in the subject portfolio. These discrete lessons underpin knowledge or develop a historical skill. Teachers create frequent opportunities for pupils to develop and recall knowledge.</p>	<p><b>Resources:</b> The implementation of HQLT in History is supported by all teachers having access to online tools to support their teaching of the History Curriculum and also up to date resources being shared with from the Lancashire advisory team. <i>Twinkl, Classroom Secrets, Primary Resources, History KS2 (this is not an exhausted list and teachers within our school are skilled, experienced and creative able to develop their own planning based on past experiences and research) – teachers share quality resources with each other when discovered and implement.</i> Teachers are encouraged to order a History box each year to complement their teaching and learning.</p>	<p><b>Inclusive teaching and learning:</b> In History all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils. Personalised work (adult support, challenge, resources) Pre tutoring to teach pupils key vocabulary, knowledge and skills Access to resources and equipment to support their acquisition of History knowledge and skills</p>					
				<p><b>Primary and Early Years overview</b> See curriculum overviews for more detail – 2 year rolling programme</p>					
				<p><b>EYFS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Events beyond living memory.</td> <td style="width: 50%; text-align: center;">Lives of significant individuals from the past and historical events.</td> </tr> </table>	Events beyond living memory.	Lives of significant individuals from the past and historical events.			
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			<p><b>Primary National Curriculum</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">KS1 Events beyond living memory</td> <td style="width: 33%; text-align: center;">KS1 Significant people</td> <td style="width: 33%; text-align: center;">KS1 Events beyond living memory that are significant nationally and globally.</td> </tr> <tr> <td style="text-align: center;">KS2 A non-European society that provides contrast with British history</td> <td style="text-align: center;">KS2 A study of an aspect or theme in British history that extends pupils' chronological</td> <td style="text-align: center;">KS2 Local history Caton and Brookhouse. Morecambe, Kirkby Lonsdale</td> </tr> </table>	KS1 Events beyond living memory	KS1 Significant people	KS1 Events beyond living memory that are significant nationally and globally.	KS2 A non-European society that provides contrast with British history	KS2 A study of an aspect or theme in British history that extends pupils' chronological	KS2 Local history Caton and Brookhouse. Morecambe, Kirkby Lonsdale
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<p><b>Local context:</b> Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover the past through different external stimuli (trips, visitors and strong links to our locality). Key Stage 1 – Brookhouse and Caton local studies and visits. Key Stage 2 Local history units: Morecambe and Kirkby Lonsdale including visits to these localities. Visit to IWM – impact of WW2 on the north.</p>	<p><b>Adaptations and Prioritisation:</b> We have recalibrated and prioritized our History curriculum as a result of missed QFT. Our T&amp;L plans consider the disruption to teaching, and to secure firm foundations before moving on to new learning. History planning for the rest of 2021/22 will consider disrupted schooling in the past two academic years rather than starting the summer curriculum as usual. Linked topics can be addressed together, we will carefully consider what they have been taught and what areas have been missed and prioritise these areas – the skills in particular.</p>	<p><b>Evidencing teaching and learning:</b> Each new History unit will begin with a review of what pupils know and want to learn – ensuring teachers build upon prior knowledge and pupil interest. Children will record their History work in their Humanities book, through a combination of written work, worksheets and photographic evidence. There will also be a great emphasis on discussions, debates, sharing of ideas to develop their understanding.</p>							

				<p>The achievements of the earliest civilisations – an overview of where they first they appeared.</p>	<p>knowledge beyond 1066.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the times of Edward the Confessor.</p>	<p>Changes in aspect of social history</p> <p>The Roman Empire and its impact on Britain</p>	
				<p>KS2 Significant turning points in National and International history.</p>	<p>KS2 Changes in Britain from the Stone Age to the Iron Age</p>	<p>KS2 Significant individuals</p> <p>Ancient Greeks</p>	
<b>IMPACT</b>	By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of History(EYFS and National Curriculum)						
	<p><b><u>Pupil voice:</u></b></p> <p>Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a History lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion</p>	<p><b><u>Knowledge:</u></b></p> <p>Historical knowledge has been mastered when a child can confidently and securely talk about their historical knowledge using the historical language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve historical knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using historical language and knowledge.</p>	<p><b><u>Skills:</u></b></p> <p><i>All children will have the skills and the resilience to solve problems by applying skills linked to History to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.</i></p>	<p><b><u>Cultural capital:</u></b></p> <p>Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, our teachers must challenge the traditional problem-solving methodologies used in History lessons and encourage new problem-solving strategies – involving creative and real-life investigations.</p>			