

## CURRICULUM STATEMENTS: HISTORY

At SJS, we want our curriculum to lead to confident, independent learners who have a passion for learning and are adaptable to the needs of the world when they leave school. We want to promote positivity, happiness and self-esteem in a caring and supportive environment that meets the needs of each child.



### INTENT

Fulfil the requirements of the National Curriculum and support our pupils in building a knowledge of vocabulary, events, people and places; concepts and procedures which have been carefully selected.

Offer appropriately planned challenge to all children.

Plan and demonstrate clear progression of the knowledge and skills that our children require to know, remember and do more, ready to demonstrate the learning behaviours that they need to succeed.

Respond and understand the needs of all learners, responding to their successes and challenges to ensure they can reach their full potential.

Prepare our pupils for life after primary school, providing them with the strategies, know-how and knowledge to carry out their duties as citizens in our town.

Provide a range of carefully selected streamlined assessment and feedback strategies to solidify learning and support those in need.

Celebrate progress and allow the children the opportunity to know and discuss their next steps.

Allow children to gain an appreciation of History and an understanding of its importance over time.

### IMPLEMENT

Skills are taught progressively across year groups leading to knowledge building over time. We recognise that the curriculum encompasses all areas of learning and aim to provide learning which makes links across all subjects to give children a clear rationale for completing their work.

In order to allow children to remember key skills, children revisit certain skills during the course of a key stage using methods that are familiar to the children in our school.

Wherever possible, reading, writing and Maths activities are linked across lessons and reading is used continuously to discover and explore, developing vocabulary and speech and language at all times. The same quality of work is expected across all subjects which leads to higher standards and outcomes. Whilst promoting independence.

Topics are taught through tasks which encompass the full primary curriculum. This gives learning purpose ensuring the work carried out is memorable and where possible meaningful links are made between different areas of the curriculum.

Trips booked for the children will be of high quality. The intention of such trips is to provide the children with cultural capital and to give them experiences that enhance their learning.

Support staff are deployed effectively and regular CPD for staff encouraged.

### IMPACT

The subject leader and SLT have a clear understanding through carrying out Learning walks, looking at the children's work, teacher's data and pupil voice discussions.

Pupils are quickly supported with the most appropriate intervention if progress is not at the expected standard. Pupils are monitored regularly to ensure continued success and progress;

All children make expected or better progress in History;

Learning journeys evidence and value progress in skills, knowledge and understanding of History and are referenced to deepen and extend learning opportunities;

The impact of the school's curriculum can be seen in the books they produce and the outcomes for all groups of pupils within the school;

Pupil progress through ongoing assessment and through three key assessment points during the year. Work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.