



Curriculum Intent Statement for History

Our School Vision

"Our school is a church school with strong Christian foundations. We aim to provide the very best for every child in our school and to help them to reach their potential within a safe and secure Christian environment. Our current Vision is based on the school needs at the current aim and is based on:

"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you." Ephesians 4:32

St George's Church of England Primary School - supporting each other to courageously flourish, within our community, armed with our shield of Christian values. Be Kind. Be Compassionate. Be Forgiving."

Curriculum Intent

At St George's Primary School, we believe that the curriculum should:

- deliver a depth and breadth of learning
- excite and engage children
- be relevant to the school's improvement journey
- allow children to embrace challenges with resilience
- develop children who show compassion to all

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children's moral, social, cultural and spiritual development in support of our vision for the St George's School community.

History Intent

We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Through high quality teaching, we will develop the following essential characteristics of historians:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

History Implementation

- Teachers plan a two year rolling cycle of topics. Some topics are History led and some topics will deliver History in a cross curricular context.
- From this, teachers plan a cycle of lessons which ensure progression in skills and knowledge and suited to mixed age classes.
- Lessons will be creative and engaging, using a variety of the best teaching techniques to ensure children's understanding and development as historians.
- Planning will include elements of whole school learning approaches such as learning outside the classroom.
- Effective questioning will be planned for in order to deepen children's understanding and to encourage them to develop their own questioning skills.
- Teachers will ensure opportunities for fieldwork, suitable to each age group, are carefully planned and integrated with classroom learning.
- Trips with a historical focus will be used to enhance children's learning experience when appropriate. Other trips will be explored for incidental historian outcomes.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan.

History Impact

- Teacher assessment, throughout the year, will be formative and ongoing.
- Summative assessment will take place at the end of the year and pupil attainment is recorded on assessment grids and reported to parents.
- Displays, children's scrapbooks and learning journals will be used to display children's learning and to evidence the range of stimulating activities in which pupils have been engaged. Children will be able to access these books to reflect upon their previous learning.
- Anecdotal evidence of the wider impact of the history curriculum will be noted and appropriate records kept (e.g. in a worship Diary of Reflection)
- Delivery of the curriculum and pupil progress is monitored by the subject lead and SLT, through discussion with pupils and reviewing their learning in their scrapbooks.
- The governing body will monitor the school's progress in developing and implementing the History curriculum through the sharing of children's learning, discussion with the subject leader and SLT, link governor visits, pupil discussions and the sharing of end of year data.
- This policy will be routinely reviewed at least every year.