

# History Curriculum

## Intent, Implementation and Impact



At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high.

Intent	Implementation	Impact
<p>At St Thomas More our intention in History is to convey a greater understanding and knowledge of British and World History.</p> <p>By providing good quality texts, and <b>shared learning experiences</b> with trips and visitors, the intention is for pupils to <b>extend and embed</b> existing knowledge.</p> <p>Our History curriculum is progressive throughout the whole school and covers the knowledge and skills stated in the National Curriculum.</p> <p>Through History, our pupils will develop: a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world underpinned by our values: Unity, Humility, Respect, Determination, and Fairness. These are our key drivers within our whole school curriculum and we expect the best from everyone</p> <p>The History Curriculum is also used to ensure pupils value theirs and others'</p>	<p>History at St Thomas More is taught in termly units on a one-year cycle. In Key Stage 2, the curriculum is sequenced chronologically to give pupils a strong grounding in British history, from the first settlements through Roman Britain, the Vikings, Anglo-Saxons and up to the Industrial Revolution and the two world wars.</p> <p>We have used Pearson to support the development of our long term plan and to ensure that the National Curriculum is covered and sequenced to provide progression of knowledge and skills, allowing pupils to build on a firm foundation in future years.</p> <p><u>Lesson approach and teaching methods</u></p> <p>Every unit is framed within a Big Question. Each lesson builds towards pupils being able to apply their knowledge to answering the Big Question at the end of the unit. Pupils may present their learning in a variety of ways, such as double-page spreads, presentations, using ICT, posters, leaflets and other written responses. Each lesson is taught in one hour sessions. To ensure consistency, every lesson begins with a 'flashback' to retrieve previous learning. This could be a short quiz, mind-map, true or false activity or verbal presentation using sentence stems. This enables pupils to know more and remember more. Knowledge organisers are used for every unit, containing the key vocabulary and objectives which pupils refer to every lesson. Key vocabulary is also displayed on the working wall in classrooms.</p> <p>Reading is at the heart of our curriculum and opportunities for pupils to read in History lessons are prioritised to help them learn more and remember more. We have invested in high quality non-fiction and fiction books to support learning and to enable pupils to apply reading skills across subjects. For example, in Year 3, pupils read 'The First Drawing' by by Mordicai Gerstein to deepen their understanding of the Stone Age and in Year 2 children read the story of 'Vlad and the Great Fire of London' to support their learning in History.</p> <p>In addition, the History curriculum makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their</p>	<p>Through pupil voice, monitoring of books and assessment, the impact of our History curriculum is that pupils are enthusiastic about their learning and are making good progress through the curriculum.</p> <p>Pupils leave primary school ready for the next stage of their learning with secure fundamental historical knowledge and skills, allowing pupils to build on a firm foundation in future years.</p>

<p>cultures, the community they live in and the contribution they can make to society in being a <b>good citizen</b>.</p> <p>Through our high quality teaching we will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> <li>● A secure knowledge of the people, events and contexts from a range of historical periods</li> <li>● An extensive base of historical knowledge and vocabulary</li> <li>● The ability to ask and answer perceptive historical questions think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>● Draw conclusions and explain their findings</li> <li>● Use a range of resources to gather information and to follow lines of enquiry</li> </ul>	<p>locality including Oxford museums, Christ Church Cathedral, the Sheldonian Theatre, Woodstock Museum and Blenheim Palace.</p> <p>As with any scheme, we have added value to the Pearson planning by adapting it to meet the needs of our pupils and making it relevant to our location. We have made it ‘Our St Thomas More Curriculum’ and gone beyond Pearson by providing more challenge and depth, taking into account pupil voice, monitoring of books and pupil progress and the need to include our Early Years Foundation Stage pupils within our long term planning.</p> <p>In order to allow for more breadth and depth, some topics in Upper Key Stage Two are taught over two terms. This enables pupils to carry out some of their own research and take their learning in a direction that interests them whilst applying their prior knowledge and skills and preparing them for future learning in secondary school where they will be required to become more independent.</p> <p>Another example of how we have considered how to meet the needs of our pupils is to revisit the Year 1 Unit ‘Travel and Transport’ when they are in Year 2. This allows retrieval of knowledge of how railways and air travel changed human lives, before going on to learn about space travel and the future of travel. Links are also made to significant figures in history such as Neil Armstrong and Mae Jemison, providing a breadth of cross-curricular learning experiences. In Year 5, pupils learn more about the history of space travel and the part that Katherine Johnson had in sending astronauts into space through carefully selected English texts. We want our pupils to know more and remember more, so revisiting previous learning enables pupils to build on what they have already learnt.</p> <p>To further support the implementation of our curriculum, we have developed our own skills ladders from Nursery through to Year 6. These documents are used to support assessment and to ensure that prior knowledge and skills are built on. They are also used to support planning and differentiation of learning for pupils with SEN so that they can access the learning at their starting point.</p> <p><b>The Early Years Foundation Stage (EYFS)</b> follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.</p> <p>The curriculum in Nursery and Reception has been planned to provide the foundations for future learning; for example, children are first introduced to the concept of remembrance and celebrations in Nursery. This is built on in Reception when children are introduced to why we wear poppies. In Year 1 children study Remembrance Day and learn why it is important to remember events in history. Finally, in Year 6, children’s knowledge is developed further when they learn about the events leading up to the Second World War and the impact that World War Two has had on our lives today.</p>	
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Our British Values are weaved throughout our curriculum and across all subjects. Specific links are made in our learning about Ancient Greece in Year 3 when pupils explore democracy. In Year 1, children learn about Rosa Parks and are introduced to the concept of equality. This is built on in Year 5 when pupils learn about Victorian society and the rights of poor people and workers. In Year 6, children deepen their understanding of tolerance of different faiths and beliefs by learning about the treatment of Jewish people and ethnic minorities in the lead up to and during the Second World War.

Further enrichment and breadth is provided through Art and DT links: children learn how to 'make do and mend' using textiles in Year 6 when studying World War Two. They also plan and prepare dishes using rationing recipes. These cross- curricular opportunities ensure that pupils can apply their knowledge and skills in many different ways.