

Curriculum Statement for History



Mission statement

'We strive to follow Christ's example to always do our best'
Love, Care, Share, Respect

Curriculum Design Statement

At St. Wilfrid's children learn that History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. Our History curriculum is based on a thematic approach using Cornerstones with reading at the core. Core and foundation subjects are explicitly taught to secure a sound understanding of subject specific knowledge and skills within a framework that is designed to maximise learning. Core concepts are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them.

Intent	Implementation	Impact
History encourages all learners to discover the truth of the past and to have a deep understanding of the present, which in turn will enable them to make informed and wise decisions for creating a better future. History helps our children find their place in the story of humankind. Our children are helped to develop critical thinking skills as they delve into the rich variety of available sources. Learning to analyse and critique information and data encourages the ability to discern facts and reach conclusions, matching evidence with truth. Learning from the past helps to facilitate a better future for the common good of all God's people.	St. Wilfrid's fully adheres to the aims of the National Curriculum for History to ensure that History, as a subject, will be taught within a topic from the relevant key stage, enhanced within a theme of subject specific and contextual reading materials. History is planned as a sequence of lessons that builds upon consistently developing the subject's key concepts through 'as a historian I can' statements.	Progress, measured against skills and knowledge, will show children have the opportunity to reach an advanced and deep understanding of historical concepts. When history is taught to high level, children will be ready for the next phase in education and will demonstrate this by eloquently articulating their knowledge and skills as young historians. Furthermore, children will have a secure understanding of chronology and the impact each period of study has had on the other.
At St Wilfrid's, it is our aim to nurture pupils so that they are inquisitive about their own past and that of the world around them. We strive to ensure children become critical thinkers and discerning learners whilst gaining knowledge and a	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	Outcomes in topic books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate

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<p>deeper understanding of the people and places in their locality, in Britain and the wider world.</p> <p>We aim to provide an engaging and inclusive history curriculum that includes the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum.</p> <p>We aim to develop and nurture our pupils to be young historians.</p>	<p>Connections between periods of study, both within and throughout each year group and phase, are made to establish clear narratives and to develop a secure understanding of chronology this is supported by our curriculum progression mapping document. Diversity is taught alongside all topics and periods of study from EYFS to KS2.</p> <p>The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Nursery and Reception to have an 'Understanding of the World;</p> <p>As a rights respecting school, we uphold the right that children should have access to a wide range of information, the right to form an opinion and to be heard. We do this by providing both primary and secondary sources that allow children to examine evidence and develop perspective and judgement. Children are encouraged to reflect on the rights they have and how these rights have been withheld or improved upon throughout history.</p> <p>In order to provide an inclusive curriculum, lessons are differentiated to support a child's needs. Every teacher takes a holistic view of the child and a range of teaching strategies are used to ensure all children in the classroom can access the curriculum. Educational visits and visitors enrich the children's understanding and provide an engaging stimulus to enthuse children about learning history.</p>	<p>a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.</p>
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