



# St Lawrence C of E (Aided) Junior School Curriculum Statement

## History



### Intent:

#### Why do we teach it? Why do we teach it in this way?

At St Lawrence School, our aim is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Children will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. They will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education 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.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological and historical understanding and enquiry skills are mapped out to ensure that pupils build on secure prior knowledge. Content knowledge, vocabulary and skills are planned for in the medium-term plans for each year group. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

### Implementation:

#### How do we teach it? What does this look like?

Developing historical enquiry skills and learning fundamental facts about history and the world in which we live play an integral part of our 'Topic' curriculum. Each year group has different areas of focus which last over a half term or term. Wherever possible links are made across the broader curriculum, particularly with English and maths. Through a variety of teaching techniques, drama, practical activities, primary and secondary sources, enrichment days, workshops, fieldwork, visits and visitors, pupils experience a broad range of study. Molesey - the development of the town, the resources available in the local area and the demographics of the pupils at our school - plays an important part in our curriculum in order to help children understand themselves, their community, and their place in the world better.

Prior learning is taken into account in order to develop skills as children progress through the school. This is scaffolded to support children to recall previous learning and make connections. Subject-specific vocabulary, knowledge and skills relevant to the learning, is modelled by teachers to allow children to



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integrate new knowledge into larger concepts. Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught. These require children to think deeply.

Learning is assessed by means of a mind-mapping initiative that children build upon, weekly. This is then reviewed on a half-termly basis, so that teachers can check whether information has been retained. This assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Our children will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. History is taught discreetly as well as incorporated within other curriculum subjects such as English and Art.

### **Impact:**

#### **By the time children leave St Lawrence they will:**

be confident and able to talk about what they have learnt in history using subject specific vocabulary. They will recognise that what happened in history has had a direct impact on the way our lives are lived today and can explain what some of these are.

Pupil voice demonstrates that our children enjoy history and are able to recall their learning over time.

Children's work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in, for those working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.