



SJF CURRICULUM

History

INTENT | IMPLEMENTATION | IMPACT



23-24

SJF VISION AND MISSION

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special

To achieve these aims all learners, staff, parents and Governors will work together.



SJF CURRICULUM AIMS

- To provide an exciting curriculum that
 - enthuses, engages and motivates all children
 - fosters and encourages natural curiosity, enquiring minds and deep enthusiasm for learning
 - enables each child to thrive and achieve their full potential
 - empowers children to develop resilience and courage
 - embeds, in all children, the attitudes and behaviours necessary for them to be lifelong learners
- To provide a secure and safe environment so that all children can work, play and be encouraged to develop moral values and healthy respect for others
- To facilitate positive links to our children's cultural backgrounds and heritage
- To foster strong links between home and school, rooted in the conviction that parents/carers are the first educators, so that we enable. Encourage and support them to be active in their children's school lives and learning.
- To provide our children with an education that gives them with a solid foundation for the rest of their lives that enables them to grow to be happy and confident citizens, respectful of themselves and others – and with the personal qualities necessary to drive them forwards in the pursuit of their dreams and ambitions, including confidence, courage motivation and resilience.

INTENT

Our aim is to encourage every child to develop an appreciation of the past and understanding of how to evaluate a range of primary and secondary sources. Our SJF historians 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. Pupils 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 Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.



When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects is 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.

IMPLEMENT

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Tier three subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.

Weekly curriculum quizzes are used to review learning and check that children know more and remember more. These require children to think deeply. Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.

History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced.



Our historians 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.

IMPACT

The impact of History teaching is assessed in a variety of ways. Book trawls, analysis of learning journeys and informal learning walks are used by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews alongside the child's learning journey to ensure that learning has been achieved sufficiently and can be recalled when prompted. At St John Fisher pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time.

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

By the time our children leave us they should have developed:

- a secure knowledge and understanding of people, events and contexts from the historical periods covered
- an ability to think critically about history and communicate confidently in styles appropriate to a range of audiences
- an ability to - consistently - support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources
- an ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry
- a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

