



# Curriculum Intent, Implementation and Impact Statement

## History

### Intent

At St Charles Borromeo we have designed a curriculum which we believe will prepare our children for life beyond primary school. Everything we do is underpinned by our Gospel values and ethos, with 4 key words highlighting our learning journey through school, namely:

#### **Grow, Learn, Work, Follow**

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish, and with those both near and far, to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Our aim is for all of our children to:

- **Grow** to be confident, inquisitive and reflective learners who take risks and persevere
- **Learn** to be respectful and tolerant children who are kind to themselves and others, so that they can be the best that they can be
- **Work** independently and collaboratively with self-discipline and resilience
- **Follow** the example of Jesus to live out our faith and values in an ever changing world

At St Charles, our desire is for all children to be confident, inquisitive and reflective learners who take risks and persevere. We encourage each child to make interpretations of the past and develop their enquiry skills to discover significant historical aspects of the world they live in. We provide a safe and supportive environment in which learners will develop the skills to work in a range of ways; in collaboration with each other or as part of a wider team. At other times, the independent study of History will enable learners to develop self-discipline and resilience. Where possible we endeavour to bring historical learning alive.

We invite learning officers from a local Museum into classes to engage with the children on a number of historical topics to run workshops and artefact handling topic focused sessions. Children at St Charles really enjoy opportunities to develop their historical knowledge and skills when learning beyond the classroom too. Therefore, we run a fairly extensive programme of educational trips where children undertake a range of activities to enrich learning. These include visits to the Chiltern Open Air Museum (Y1), Butser Ancient Farm (Y5), Stonehenge (Y3), Henley Fort (Y5) and Hampton Court (Y2).



## Implementation

History is taught in discrete blocks throughout the year, enabling children to achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics through each year group across the school. By the end of year 6, children will have gained a chronological understanding of British history from the Stone Age to the major World War events of the last century. Learners are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are the studies of world history such as the ancient civilisations of the Mayans and the Egyptians. Cross curricular outcomes in History are specifically planned for with significant links between the History curriculum and English, RE, Geography, DT, Music and Art enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes with opportunities for learning outside the classroom which are embedded in practice. Planning is informed by and aligned with the National Curriculum. The approach we take incorporates:

- EYFS/KS1 – coverage within and beyond living memory
- KS2 – teaching of British history in chronological order  
Children are encouraged to take ownership of their learning by reviewing existing knowledge and expressing what they would like to learn.
- Progression of skills is set out in order to develop chronological understanding, knowledge and understanding of events, people and changes in the past, connections and historical links, interpretations of history and historical enquiry.

## Impact

Outcomes in topic books and sometimes English books evidence a broad and balanced History curriculum and demonstrate the children's acquisition of key knowledge. Children review their learning at the end of every lesson and are asked what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps learners gain a coherent knowledge and understanding of Britain's past and that of the wider world and this promotes curiosity to know more about the past. Through this learning approach, the children learn to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Timely planning of educational trips previously mentioned significantly enhance contextual learning.