



St Charles Borromeo

History Curriculum 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 we want all our children to be confident, inquisitive and reflective learners who take risks and persevere. We therefore encourage learners to explore interpretations of the past and develop their ability to enquire about significant aspects of the history 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 study of History will enable learners to develop self-discipline and resilience as they develop through learning about History learning.



We use the National Curriculum for history as the basis for our teaching and we cover all of the content specified. The *Purpose of study* and *Aims* of the *History programmes of study: key stages 1 and 2*, accurately express why learning of history is important for our children.

Historical Enquiry

An enquiry framework drives our schemes of work (SoW). All have an overarching key question that is broken down into smaller, more specific questions. By the time learners reach Year 6, we aim to give learners opportunities to frame their own enquiries. To make this a more likely reality, we model historical enquiry throughout the school in our history teaching.

Our SoW identify objectives for each smaller, more specific key question. These are expressed at different levels of challenge to allow teachers to differentiate work more readily if necessary for children at different stages in their learning of history. These are taken from the progression framework we use and we refer to these as 'steps'.

Links across the Curriculum

We set great store by organisation and communication & its fundamental link to English. We use a range of strategies to help children develop their historical vocabulary. Key vocabulary is identified in SoW. We expect that:

- by the end of KS1, learners will use a wide vocabulary of everyday historical terms to write simple sentences about selected appropriate knowledge & understanding of history;
- by the end of Y4, they will communicate knowledge clearly, using paragraphs to organise ideas around a theme and use and spell historical terms accurately;
- and, that by the end of KS2, learners will produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly, with ideas linked across paragraphs.

There are also parts of SoW that link to presenting and communicating work in other ways, e.g. through art, annotated maps, drama and Design and Technology.

We link History with Maths when investigating negative numbers & dates, this also helps to develop children's understanding and use of chronology.



Progression

In our planning, we aim to integrate essential knowledge with key elements of historical thinking, such as chronological understanding, historical enquiry, cause, consequence, change, continuity, significance and interpretation. It is the key elements of historical thinking that inform our progression framework (see separate section outlining progression in history), it is by use of this that teachers are able to ensure that each topic is taught at an appropriate level and that they are able to differentiate work in history. This is readily evident in our history lesson objectives and it is against these objectives that history work is marked. This helps to ensure that children get appropriate feedback about their work focused on history. Samples of work produced for history can be seen in a separate section. These serve to illustrate our standards in history. Along with the section summarising history data, they show that the vast majority of children meet the age-related expectations outlined in the history National Curriculum by the end of KS1 and KS2.

We try to introduce history topics at an appropriate level. We think it's important to our early learners that there is a more tangible element to the history we teach, so in EYFS, the history element in Knowledge and Understanding of the World, focuses very much on events in young learners lives and people with whom they are familiar, e.g. their parents or guardians and grandparents. As they grow increasingly more sophisticated, we focus on topics with more abstract and challenging concepts.

Developing Chronology

We endeavour to develop children's understanding of chronology further. We note that it is a key aspect of history that Ofsted history reports have indicated is of national concern. We do so, in particular, in the following ways:

- At KS1, aspects of life in different periods are compared when studying the lives of significant individuals who have contributed to national and international achievements, for example, with learning in Year 2 about Florence Nightingale, Mary Seacole and Edith Cavell.
- In most of our SoW, especially in teaching KS2 British history, we spend a little time looking at what was happening elsewhere in the world at the same time. (Maria?)
- Some units directly compare and contrast Britain and other parts of the world in similar time periods, (e.g. in Y4, the Mayan civilization circa AD900 and Britain at the same time. – check)



- Some KS2 units examine a theme through time, e.g. at KS2 children are introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed.

SMSC

History has many links to SMSC. In particular, we aim to ensure that through history, children engage with the British values of democracy, the rule of law & individual liberty. Our intention is that through this they will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Out Of Classroom Learning And Use Of The Local Community

Where possible we endeavour to bring history alive in lessons by use of artefacts, and our expert local museum staff at Elmbridge and Chertsey Museums who deliver museum or class based topic sessions. We also try to use other local expertise when we can, e.g. we seek to ask a parent who is who is a nurse to come into school when we are teaching about Florence Nightingale so that the children have a further opportunity to compare nursing in different eras. We also try to ensure that children have opportunities to work outside the classroom, e.g. by visiting the Chiltern Open Air Museum (Yr 1), Hampton Court as part of Year 2's learning about The Tudors.