

History – Curriculum Statement

Intent	Implementation	Impact
<p>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.” The National Curriculum goes on to talk about pupils asking perceptive questions, being able to sort and weigh evidence and arguments to development perspective and judgment.</p> <p>At St George’ we want our children to be interested and excited about events of the past by learning about the past in Britain and the world. We teach the children to evaluate the evidence and the source of the information so that they can learn life lessons about past events that can be applied to their futures.</p> <p>At St. George’s a typical history lesson will provide the opportunity for all children as:</p> <ul style="list-style-type: none"> -Lesson objectives are taken from the EYFS Statutory Framework 2021 and the National Curriculum statutory guidelines and activities are differentiated . -Our children have access to high quality lessons that are both challenging and enjoyable. -We provide our children with a variety of historical opportunities, which will enable them to make the connections needed to enjoy greater depth in learning. -We fully develop independent learners with inquisitive minds that can evaluate the evidence. 	<p>At St George’s, within our Early Years Foundation Stage, pupils experience History exploration through a cross curricular approach. Learning may be specifically planned or may be spontaneous as a result of a range of stimuli.</p> <p>Planning: In KS1 we use a thematic approach to teaching history objectives. Each theme is a vehicle for teaching history, geography, art and design and design and technology objectives with relevant and purposeful links made to English, maths, computing, music, PSHE and RE where appropriate.</p> <p>Children are clear the subject area they are learning is history.</p> <p>In KS2 a thematic approach is used where purposeful and meets the needs of all subject areas, but subjects may also be covered without being linked to the theme to ensure objectives are adequately met.</p> <p>Teaching: Teachers at St George’s have the flexibility to teach history in a range of styles using a range of subjects as vehicles for the knowledge and skills to be achieved. This includes drama, reading, writing, maths, art and design, design and technology, computing, PE, music, PSHE and RE. It is made clear to the children that the subject they are learning is history at the beginning of the lesson and throughout.</p> <p>Each new theme is designed to capture the children’s interest and generate a sense of awe and wonder. Themes will often also include a trip or a memorable experience, planned for in school. These experiences may also link to our ‘11 things children will experience before they leave St George’s Primary School’ but this does not have to be the case for every experience.</p> <p>History lessons use a variety of sources to provide children with accurate historical data. These include books, websites, photographs, videos and where possible artefacts.</p>	<p>At St George’s we expect that by the end of Y6 our children will meet all of the NC statements of learning. Children will also have a curiosity about the past and be able to use historical knowledge and skills to answer questions about historical concepts and the impact this may have on the future. They should have enthusiasm for the subject and want to take this learning further at the next stage of their education.</p> <p>Using the Progression of Knowledge and Skills document we can monitor progression within each year group and look at the stage that children have arrived from and where they will be moving to with their history learning.</p> <p>In order for this to happen, the history leader takes responsibility for the monitoring of the history curriculum and the standards achieved by the children.</p> <p>This monitoring takes the form of:</p> <ol style="list-style-type: none"> 1. Lesson observations and feedback; 2. Learning walks and pupil voice conversations; 3. Planning scrutiny followed by support where necessary; 4. History ‘book looks’ on a regular basis.