



# SJF 'The Big Picture Curriculum'

## INTENT - HISTORY

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>															
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>											
What are we trying to achieve?	Focus for learning	<b>Attitudes and Attributes</b> (independence, resilience, creativity, risk-taking)		<b>Skills</b> (reading for learning, transferrable English, mathematical and scientific skills)		<b>Knowledge and Understanding</b> (subject knowledge, embedded understanding, make links and											
		<table border="1"> <tr> <td>Lessons</td> <td>Assemblies</td> <td>Theme Weeks</td> <td>Local Environment</td> <td>Workshops and</td> <td>Parents/carers</td> </tr> <tr> <td>Trips and residential</td> <td>PTA Events</td> <td>Outdoor Learning</td> <td>Community Events</td> <td>Sports Events</td> <td>Church and Parish</td> </tr> </table>						Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	Trips and residential	PTA Events	Outdoor Learning	Community Events
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Trips and residential	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish												
How are we going to organise learning to achieve our aims?	Highly effective teaching & learning is dependent on...																
	Pedagogical approaches	<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul>		<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'									
		<i>Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington</i>				...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success									
	Depth is embedded by...																
	...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and											
	...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning												
SJF areas of learning	<b>National Curriculum</b>	<b>Enrichment</b>					Home/school partnerships										
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)												
Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback												
					Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)											
Accountability measures	Attainment and Progress		Behaviour	Attitudes to learning		Mental Wellbeing											
	Responsible and respectful global citizens		Attendance	Confidence and Independence		Physical Wellbeing											



## HISTORY - INTENT

### **Intent of curriculum:**

At St John Fisher our school motto, **‘Together we grow in God’s love, learning to be the best we can be’** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others.

Through the inspiration to **‘Love, Learn, Achieve’** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education. 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 themes, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and progression of 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 are made to strengthen connections and understanding for pupils.

### ***By the end of Reception: Outcomes***

#### **Understanding the world**

#### **Past and Present:**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ***By the end of Year 2: Outcomes (Refer to the Curriculum Maps, Progression of Skills map)***

- Sequence artefacts closer together in time.
- Sequence photographs etc. from different periods of their life.
- Describe memories of key events in lives.



- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.
- Compare 2 versions of a past event.
- Compare pictures or photographs of people or events in the past.
- Discuss reliability of photos/ accounts/stories.
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Communicate their **knowledge and understanding** though talking, drawing, drama, computing and writing.

### ***By the end of Year 4: Outcomes (Refer to the Curriculum Maps, Progression of Skills map)***

- Place events from period studied on time line.
- Use terms related to the period and begin to date events.
- Understand more complex terms e.g. BC/AD.
- Use evidence to reconstruct life in time studied.
- Identify key features and events of time studied.
- Look for links and effects in time studied.
- Offer a reasonable explanation for some events.
- Look at the evidence available.
- Begin to evaluate the usefulness of different sources.
- Use text books and historical knowledge.
- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions.
- Use the library and internet for research.
- Recall, select and organise historical information.
- Communicate their **knowledge and understanding**.

### ***By the end of Year 6: Outcomes (Refer to the Curriculum Maps, Progression of Skills map)***

- Place current study on time line in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a time line.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another time studied.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions.
- Confidently use the library and internet for research.
- Recognise primary and secondary sources.
- Use a range of sources to find out about an aspect of time past.
- Suggest omissions and the means of finding out.
- Bring knowledge gathered from several sources together in a fluent account.



- Select and organise information to produce structured work, making appropriate use of dates and terms.

### **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day.

In order to ensure 'Quality First Teaching' across the curriculum, we strive for the planning of all subjects to be personalised to each class and the individuals within them. Planning should incorporate clear differentiation, catering for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of history are being taught across all year groups. We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Educational visits are a key part of our history curriculum and we aim to have two visits each year. They offer opportunities for the teachers to plan for additional history learning outside the classroom. Our children have explored local museums and had visitors into school to share learning and have hands-on experiences. When supporting SEND pupils we use a differentiated learning approach when teaching – e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio describing film/video. Alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording etc. Outcomes should be clear, so the pupils have an idea of where they are heading; they should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenges for all the pupils within the class. Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning. At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum, further enhanced by creative and extra-curricular opportunities.

### **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of our history curriculum by ensuring our leadership team carry out a range of activities. In addition the leadership



## ST JOHN FISHER RC PRIMARY SCHOOL

team supports phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments, data analysis and pupil voice. We aim for the students to have a secure knowledge and understanding of people, events and contexts from the historical periods covered. The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences. The 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. The 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.

An evaluation of all of the above activities feeds into their subject review and leads to their subject action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. These action plans feed into our overall School Development Plan, where appropriate. Subject leaders update and inform school governors regarding teaching and learning in their subject and the impact of the curriculum on learners.