

## **Curriculum Intent - History**

History at St Christopher's has been carefully planned to help our children acquire all the skills and knowledge they need to move on to the next stage of their education, in line with our ethos of nurture and living a life of fulfilment. Our children come from a wide variety of backgrounds and our aim is for no child to feel disadvantaged because of their lack of experience or knowledge. The topics covered involve enrichment activities, vocabulary building and regular trips out to places in our local area, to enable the children to develop their understanding of the world they live in.

### **Implementation**

The topics for each year group are available on the curriculum page of the school website. These have been specifically chosen so that children's knowledge and skills are progressing through the year groups, ensuring full coverage of the national curriculum.

For example, in year 2 children learn about castles, including a visit to Oxford Castle. The knowledge and skills they acquire in this topic is built upon in year 3 within the topic of the Victorians, where the children learn about the workhouse and the differences between rich and poor. This is then extended in year 5 through the topic of Crime and Punishment, where the children learn about Oxford Castle in its role as a Victorian prison.

As an example of skills progression across the year groups, in year one children learn about toys and look at toys from the past, commenting on what sort of toys they are and how they have changed through time. In year 3, children learn about Victorian toys and make their own toy with moving parts. This skill of examining and inferring from artefacts and sources from the past is further extended in upper Key Stage 2 by examining a variety of source material such as documents, images and media to draw conclusions about the past.

### **In our books you will see:**

1. Progression
2. Pupil reflections on learning
3. Some examples of extended writing
4. Examples of note taking and time lines

### **Tracking attainment and progress:**

**Progress in history is monitored through marking of children's books to ensure they have understood and retained the content of each lesson.**

**Throughout the school, teachers encourage the children to discuss their learning and understanding. These discussions inform teachers' assessment of the children's understanding of the topic.**

**At the start of every topic children are asked to show their current knowledge in a mind map or similar fashion, including their knowledge of *how* we learn about the past. At the end of the topic children revisit this mind map and add to it. Teachers use these mind maps to inform planning of the next history unit. These may be completed as a whole class as well as individually.**

**How we fulfil our vision:**

- Sharing of good practice
- Pupil Voice
- Lesson observations
- Planning and book scrutinies
- Monitoring carried out termly

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