

Curriculum Statement

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



Intent

At St. Catherine's, we combine the curriculum subjects of History and Geography, making effective links to cover the knowledge and skills required to meet the aims of the National Curriculum in an interesting, engaging and purposeful manner. Our intent is that our teaching of History will help pupils gain a cohesive and progressive knowledge and understanding of Britain's past, as well as that of the wider world. We aim for it to inspire pupils' curiosity about the past and for them to understand the different periods of time in detail, as well as beginning to understand the effects of history on our future. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum.

We also believe that by using our locality to study a period in time really helps engage the children as they are able to relate to the learning taking place. They will also be able to study the chosen time further by, for example, conducting research in their local area and discussing with family, who may be able to give insight into that chosen time. By doing this, we ignite a love for learning as the learning is extended beyond the classroom.

Implementation

History is often taught through making cross-curricular links with Geography, when purposeful links can be made, and is taught through the framework of the 2014 National Curriculum. History planning is linked to the school's History key objectives for each year group, forming the school's age-related expectations. The curriculum is designed so that it is ambitious for all learners and key objectives are clearly outlined for each year group in a progressive way to ensure knowledge, skills and understanding are built on and extended, year upon year. This is achieved by a chronological teaching of History, as children can build upon their prior knowledge, understanding how one period of time helped shape another. However, we teach the Mayans in Year 6 as we believe that the age of the pupils allows us to teach this unit in the depth required for a secure and extensive understanding.

Knowledge organisers detail the key learning points of the topic, as well as important knowledge from previous learning in the school to help ensure knowledge, skills and understanding are built on and extended. This also provides a useful tool that children can use throughout the topic to re-cap previous and current learning, to ensure effective progression. The areas of learning recorded on these knowledge organisers will be frequently referred to throughout the teaching of History to help secure the children's understanding.

Pre-learning and post-learning exercises are used in a variety of forms to assess prior and current learning. Pre-learning tasks are used to inform planning, again to ensure proper progression and to build upon prior learning. Post-learning tasks, often used at the end of a topic, but also in forms within a topic, help to inform next steps and to assess knowledge, skills and understanding gained. Pre- and post-learning tasks, as well as formative assessment opportunities within topics, determine children's understanding and inform planning. These opportunities take a variety of forms including debates, quizzes, leaflets, presentations, etc. We believe by doing this we are able to build a cumulative understanding of the varying subject areas, as teachers will be able to address misconceptions and guide the children on from the point in learning they were at.

Long-term and medium-term planning, learning intentions ('Can I...?' statements) and challenge questions develop a greater depth of understanding and critical thinking, as well as linking in other curriculum areas, where purposeful.

Educational visits are a key feature of our historical skills and enquiry planning. The school plans a range of trips to enrich the curriculum, making meaningful cross-curricular links.

Impact

We believe that the impact of History learning at St. Catherine's is that learning is loved by teaching staff and pupils across the school and that this love of learning stimulates children

to become life-long learners and have an awareness and curiosity of the world around them. It also helps to achieve our school vision through shaping the whole child with their progressing knowledge, skills and understanding and helps all children to strive for excellence through being encouraged, enthused and challenged.

O Track curriculum tracker is used to record the progress that pupils make in terms of knowing more, remembering more and being able to do more at the end of each academic year. These judgments are made in relation to the key history objectives set out for each year group. Our assessment records show if children are working towards age-related expectations, at the age-related expectations or exceeding age-related expectations.

These judgments will be quality-assured by subject leaders, using first-hand evidence of how pupils are progressing, drawing together evidence from pupil voice, observations of learning and tasks and book looks. These judgments will inform the curriculum and whether children are ready for the next stage of their education.

Through our History learning and cross-curricular links with other subjects, children will improve their enquiry skills and inquisitiveness about the past. Children will also develop a range of skills that are transferable to other curriculum areas, particularly English. All children will understand the importance of knowing about our past identifying how it helps shape the world we live in today. By the end of Key Stage 2, in line with the National Curriculum, children will be able to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.