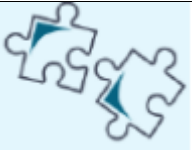











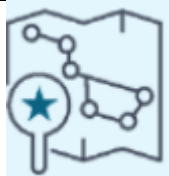





History Curriculum

The purpose of our History curriculum at St Anne's is to empower our children to think critically, ask perceptive questions and weigh evidence. To sift arguments and develop perspective and judgement. To use these to explore identity and the challenges of their time.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to National Curriculum</p>	<p>Our History curriculum is carefully planned in line with the National Curriculum Programmes of Study. It has been adapted to the local context of St Anne's in order that our children develop an awareness of their community and locality's historical significance.</p>	 <p>Pedagogical Approaches</p>	<p>History teaching focuses on developing children's critical thinking, research and questioning skills. Each topic provides them with opportunities to explore a range of evidence to inform their thinking and enable them with careful scaffolding by teachers to make observations, present arguments and draw conclusions.</p>	 <p>Approach to Assessment</p>	<p>Ongoing formative assessment monitors children's performance and progress during learning. A topic pre-assessment task gives the children the opportunity to show what they already know and to compose questions about what they would like to learn. They are then able to present their learning during an end of topic task.</p>
 <p>Sequencing and end points</p>	<p>All children leave our school with an understanding of key concepts, a solid bank of skills and a breadth of knowledge of the history of Britain and the wider world. They possess a keen curiosity about historic events and a desire to continue their learning journey beyond primary school.</p>	 <p>Teacher's Expert Knowledge</p>	<p>Teachers will introduce and embed essential vocabulary and concepts. Topics are presented clearly with a range of engaging activities carefully planned to facilitate active participation for all. All teachers have access to relevant CPD sessions to support their subject knowledge.</p>	 <p>Performance Data</p>	<p>Foundation subjects are broadly tracked to ensure that children are working within the curriculum expectations for their year group. This is reported to parents in the end of year reports.</p>
 <p>Communication Aims</p>	<p>At St Anne's, we believe that by nurturing and developing our pupils' communication skills, in History, they will be empowered with the skills and knowledge to confidently express their evidence based opinions about the topics they explore. We know that speaking and listening are the foundation of effective communication and this will be developed throughout the key</p>	 <p>Promoting Discussion and Understanding</p>	<p>In all lessons, discussion is integral to deepen thinking and promote understanding of key concepts. Different viewpoints and perspectives are actively encouraged.</p>	 <p>Pupil's Work</p>	<p>Children's work is evident in their individual subject books and on the history display/working wall in the classroom.</p>

	stages through our history curriculum.				
 <p>Addressing Social Disadvantage</p>	Our History curriculum is connected to what the pupils already know and can do. It is purposeful and reflects real-life. It is driven by curiosity and enjoyment and is accessible to all. Children feel safe to take risks to ensure independent success.	 <p>Knowing More and Remembering More</p>	Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory. New vocabulary is explored and revisited in a range of contexts across a range of curriculum areas.	 <p>Monitoring and Evaluation</p>	The History curriculum lead looks at books, speaks to children and observes aspects of teaching as part of a regular monitoring cycle. This is to ensure that children show that they 'know more and remember more' and to identify areas for development.
 <p>Local Context</p>	Visitors and visits are integral to History and full advantage is taken of a wealth of local knowledge and resources available to support learning at our local museums, locations with historical significance as well as important local buildings and monuments.	 <p>Teacher Assessment</p>	Children's prior knowledge is assessed through pre-assessment tasks at the beginning of each topic. Informal quizzes, incidental questioning and final assessment tasks show the progress of each child.	 <p>Actions</p>	To continue to develop our History curriculum ensuring that local history is embedded throughout.
 <p>Enrichment</p>	<p>We ensure that all children across the school have access to a range of curriculum enrichment opportunities. We welcome a range of visitors including an archaeologist; evacuees; holocaust survivors; local residents and family members to share their knowledge, experiences and expertise in various aspects of history with our children. Regular visits to sites of historic significance in the local area and further afield take place each year, as well as trips to our local museums. To further develop awareness of the historic significance of the school locality, a themed week has been introduced where the children will explore in depth, an important local building or monument. They will take part in a range of activities adapted to their year group. Our writing and reading texts are carefully aligned to history topics for each year group wherever possible. All of these opportunities promote a sense of awe and wonder as they enhance each child's learning experience.</p>				