

## St. Peter's Catholic Primary School, Gloucester

### History Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive History curriculum that maps out the knowledge and skills that we want our children to learn and experience in History.

The EYFS curriculum is the start of every child's journey to becoming a historian. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a historian include:

<ul style="list-style-type: none"><li>• Communication and language</li><li>• Understanding the world</li></ul>	<p>The development of children's spoken language underpins all seven areas of learning and development.</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>By the end of EYFS children should be able to:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
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From Y1, the children work progressively towards the National Curriculum for History which aims to ensure that all pupils:

- 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'

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- 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

Our History curriculum is designed to:

- revisit and build upon prior learning within History and to make links across all subjects. Retrieval opportunities, such as low stakes quizzes, are planned in History and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in History

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include History -specific strategies or memorisation techniques
- **metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to solving a historical enquiry worked or considering which cognitive strategy is the best fit for a task

In implementing the History curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

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### Curriculum INTENT Statement

<p><b>At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, Laudato Si, 2016).</b></p>						
<p style="text-align: center;"><b>Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.</b></p>						
<p style="text-align: center;"><b>It is our intention that the St. Peter's Curriculum will:</b></p>						
<b>Nourish and nurture</b>	<p><b>Empower our children with the knowledge and skills to:</b></p>			<p><b>augment remembering</b></p>	<p><b>Develop key attributes</b></p>	<p><b>Inspire</b></p>
	<p><b>LIVE</b></p>	<p><b>LOVE</b></p>	<p><b>LEARN</b></p>	<p>Retrieval  Spiral curriculum – golden threads</p>	<p>Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers</p>	<p>Parental engagement  Oracy and reading  Cultural capital</p>
<p>Talents – curriculum, enrichment and extra-curricular opportunities  Faith  RE curriculum  Disadvantaged incl SEND and PP</p>	<p>Responsible citizens: Local, National International Fund raising  Global challenges: Laudato Si &amp; Fratelli Tutti</p>	<p>Inclusion: SEND Disadvantaged Other Cultures and beliefs  Gospel message CST – social justice and help those in need</p>	<p>Think deeply: mastery and enquiry questions  Successful learners: lifelong learners Aspirations Growth mindset RP  Confident individuals: Self-regulation &amp; Metacognitive strategies  Role models</p>			

The History curriculum is implemented in year group themes.

History is taught weekly throughout the Autumn and Summer terms.

Our History curriculum has three golden threads, Power, Design and Invasion which link and build upon prior learning in History and across other subjects.

The History curriculum is implemented following the History coverage document and progression is detailed in the History skills progression document.

Vocabulary development in History is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in History but across the whole curriculum. Our History vocabulary progression document shows how we actively develop vocabulary in History.

Finally, we use assessment to check pupils' understanding of what the History curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.