



History Intent

#LearningForLifeAnchoredInChrist

Intent

As a Church school, the teachings of the bible guide and influence every aspect of school life, including the curriculum for History, which has been enhanced/constructed around our school vision, which is encapsulated by #LearningForLifeAnchoredInChrist. We believe that through working together with our unique school community, we can inspire happy, courageous, independent, curious, creative, life-long learners who are proud of their community, heritage and identity. In addition to this, as part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), we also strive to provide an experience that reflects their vision, “life in all its fullness” (John 10:10).

At St. Clements, we want to inspire pupils’ curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer. We want children to think and behave like a historian; giving our children the opportunities to develop their skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation. This will support children to make connections between and within subjects in history so that they remember key concepts and vocabulary that help them to make sense of history.

Our children will gain a growing understand of their own cultural heritage and a sense of themselves and their place within it with a special focus on the history of our locality through time and how the past has impacted on the change we see today.

By the time children leave our school, they will have a good knowledge of chronology and know about significant key dates and events in British history and appreciate how things have changed over time. Children will be able to explore the validity of evidence and gain a great understanding that other civilisations have contributed positively to Great Britain and left a legacy that has shaped our current lives and ways of working. Through learning from the past, this will inform our present and future and by doing so, developing our understanding of the importance of British Values. This in turn will prepare for the next steps in decisions they make in the future and their role as global citizens.

Topics are informed by the national curriculum, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

- Begin 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.
- Are asked to consider how historians investigate the past, and how they construct historical claims, arguments and accounts.

We want our children to leave St Clement's knowing that it is possible for them to achieve their aspirations having developed attitudes of curiosity, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.

Implementation

History is taught in half termly blocks throughout the year in KS2, and across the whole year in KS1, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history unit, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own heritage and lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians and early Islamic civilization.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Curriculum Maestro plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from Key Stage History & the History Association, of which the school is a member. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about especially diversity in the local area. Windrush is studied in Year 4 with a particular focus on the impact in Birmingham. In year 5, the development of Birmingham as the workshop of the world is studied.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways e.g through books, assessments and pupil voice. Work will show that a range of themes are being covered, concepts are revisited, and cross curricular links are made where possible. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

