

# History at St Cuthbert's Catholic First School

## Our Intentions

In early years we aim to nurture all curious minds, to enhance provision to provoke, to act upon spontaneous learning opportunities and to have the interests of the children at the center of everything we do.

Throughout KS1 and KS2 our aim is to deliver an enquiry based approach to learning that has a well thought out balance between the content and the skill based learning.



## We aim for all children...

To gain a coherent knowledge and understanding of Britain's past and use our school timelines to show awareness of chronological order.

To find out about significant historical periods in the wider world.

To ask questions and be curious about the past.

To look at evidence and artifacts from the past and to use research methods and a variety of sources to reach conclusions.

To discover how people's lives have changed over time and compare the lives of people in the past to our own lives and current day.



## SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

## History in Action

At St Cuthbert's we teach a broad history curriculum from nursery, which often offers opportunities for cross curricular learning with geography and art and design.



We have worked closely to ensure topics and content are appropriate and enable a progression of skills. Teachers use knowledge obtained from CPD with David Weatherly to inform their planning and to enhance their enquiry based curriculum. KS2 teachers have also been mindful of the

learning themes children will follow and that they will continue to achieve KS2 aims in their first years of middle school. Teachers use a variety of resource and techniques to plan and deliver the history curriculum. Some activities are differentiated with the needs of individual children and groups in mind. Our history curriculum is further enhanced by regular school trips and fieldwork.

## The Impact

Attainment is recorded after each topic with our end of topic re-caps – these give us an snapshot of what pupils have learnt in every topic. Termly data is collated and recorded on the FFT curriculum tracker. Assessment is on-going throughout and at the end of every topic covered, teachers ensure that they carry out vocabulary, and knowledge and understanding checks. This reflects the impact of the teaching and experiences.

Teachers set high expectations in relation to the presentation of work and again this is very reflective of the teaching and learning that has taken place.

