



St. Aloysius Catholic Primary School History Statement of Intent

At St. Aloysius we aim to be historians! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be museum curators, archaeologists or research analysts. The history curriculum has been put together in a thematic manner so that our children develop their love for history and the history of their ancestors whilst transferring knowledge and vocabulary across the curriculum. We want our children to remember their history lessons in our school, to cherish these memories and embrace the historical opportunities they are presented with.

Curriculum Intent

As a school, our history curriculum promotes curiosity and a love and thirst for learning - "Together with Jesus, we love, learn and believe." It is ambitious and empowers our children to become independent and resilient – like all curriculum areas. We aim to teach historical concepts such as 'crime and punishment', 'war and conflict', 'leadership', 'leisure and entertainment' and 'civilisations'. In Key Stage two classes, these concepts are studied across periods in history to ensure children are given the opportunity to have a greater deal of chronological understanding and make links with prior learning.

Curriculum Implementation

History in St Aloysius is taught by class teachers. Our history curriculum runs on a two-yearly cycle. When appropriate, links to other areas of the curriculum are made and key events such as Olympic games, the World Cup, significant dates and individuals are researched and studied when and as they arise.

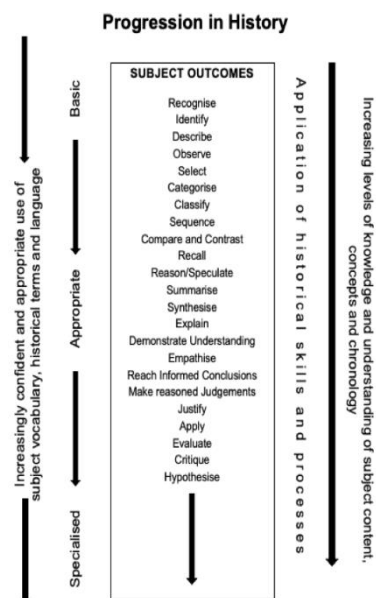
- In the Foundation Stage the main aim is to develop a sense of chronology and an understanding of key vocabulary linked to the passage of time. In line with EYF\$ curriculum the children are encouraged to talk about themselves and how they have changed over time. They share stories, handle artefacts and look at pictures to identify similarities and differences and begin to talk about changes. They are encouraged to ask older people, particularly their families about the past and are introduced to other cultures.

- In Key Stage 1 the themes centre on changes within and beyond living memory, studies of the lives of significant individuals from the past and the history of our local area.
- In Key Stage 2 specific time periods are studied as concepts. Concepts such as 'empire' and 'civilisation' are introduced and studied across time periods to help children place their growing understanding in different contexts. Connections and comparisons are made, and different historical interpretations are introduced. Children are encouraged to complete their own research.

When planning for each unit, teachers use a progression map of historical skills that identify chronological understanding, knowledge and understanding of past events, people and changes in the past, historical interpretation, historical enquiry and organisation and communication skills for their year group. All the children have access to a wide range of sources from which to gather information through Knowsley Loan Services and online search engines. The children are encouraged to record their understanding in a variety of interesting and innovative ways. Our History curriculum is further enriched with appropriate visitors and visits perhaps to a museum, art gallery or a site of historical interest.

As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and chronically secure knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex historical issues and concepts;
- Pursuing historical valid questions to achieve the following subject outcomes:



Curriculum Impact

The impact of the history curriculum is measured after each unit by an assessment task carried out by the class teacher (quiz or written task) and revisits are planned in to future lessons. The data is available for analysis using an on-line tool. Staff use this information to inform their short-term planning. This helps us provide the best possible support for all of our pupils, including the more able. The progression of historical skills for each phase have been carefully mapped out and further broken down for each year group. This means that skills and knowledge in history are progressive and build year on year.

Assessment information is collected termly and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in history. Monitoring in history includes: book scrutinises, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.