

St. Peter's CE Primary, Farnworth



Curriculum Policy History

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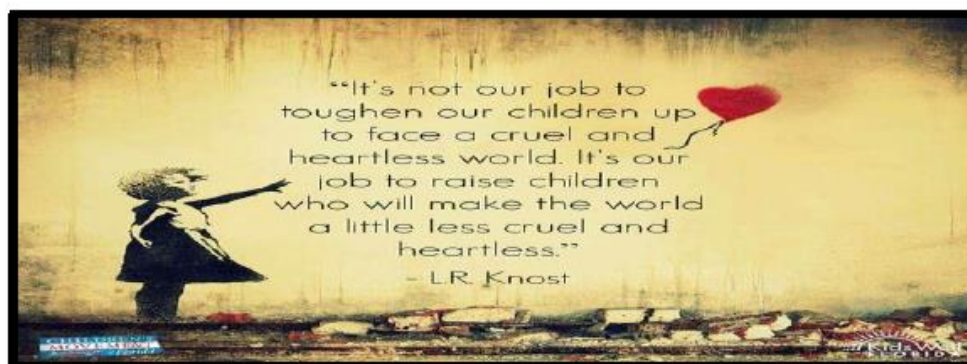


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am,**
what I love and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5;16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

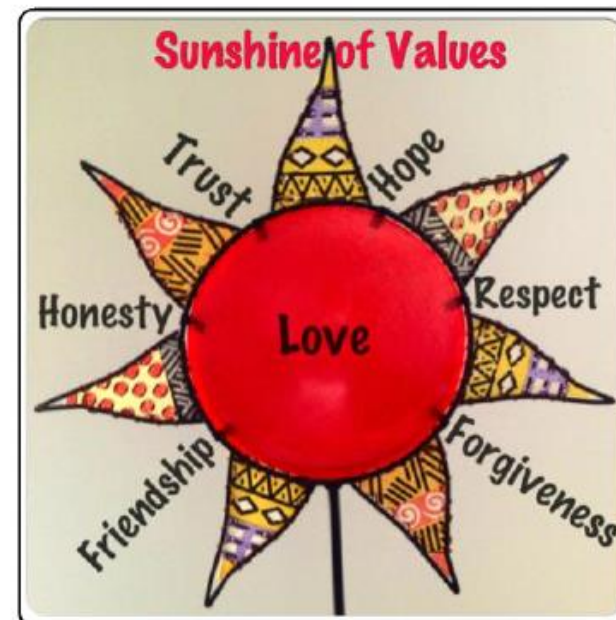
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate



5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

History

Curriculum design

The aim of history teaching here at St Peter's School is to stimulate the children's curiosity, interest, knowledge and understanding about the life of people who lived in the past in Britain and the wider world. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, critical thinking, analysis, interpretation and problem solving. These skills will hopefully allow them to weigh up evidence, debate arguments and develop perspective and judgement.

In History pupils in Key stage 1 are taught:

- Changes within living memory, revealing aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Comparisons between aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Key skills pupils should be taught at Key Stage 1

- to sequence events and objects, in order to develop a sense of chronology;
- to use common words and phrases relating to the passing of time, e.g. old, new, before, after, long ago, days of the week, months, years.
- about aspects of the past through stories from different periods and cultures, including stories and eyewitness accounts of historical events;
- to recognise why people did things, why events happened and what happened as a result.
- to identify differences between ways of life at different times.
- to identify ways in which the past is represented, e.g. pictures, written accounts, films, television programmes, plays, songs, reproductions of objects, museum displays.
- how to find out about aspects of the past from a range of sources of information, including artefacts, pictures and photographs, adults talking about their own past, written sources, and buildings and sites; to ask and answer questions about the past.
- to communicate their awareness and understanding of history in a variety of ways.

Areas of Study for KS2 (New National Curriculum).

Children should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study

Key skills pupils should be taught at Key Stage 2:

- to place the events, people and changes in the periods studied within a chronological framework;
- to use dates and terms relating to the passing of time, including ancient, modern, BC, AD, century and decade and terms that define different periods e.g/ Tudor, Victorians.
- about characteristic features of particular periods and societies, including the ideas, beliefs and attitudes of people in the past, and the experiences of men and women; and about the social, cultural, religious and ethnic diversity of the societies studied;
- to describe and identify reasons for the results of historical events, situations and changes in the periods studied;
- to describe and make links between the main events, situations and changes both within and across periods.
- to identify and give reasons for different ways in which the past is represented and interpreted.
- how to find out about aspects of the periods studied, from a range of sources of information, including documents and printed sources, artefacts, pictures and photographs, music, and buildings and sites;
- to ask and answer questions, and to select and record information relevant to a topic.
- to recall, select and organise historical information including dates and terms;
- the terms necessary to describe the periods and topics studied, including court, monarch, parliament, nation, civilisations, invasions, conquest, settlement, conversation, slavery, trade, industry, law;
- to communicate their knowledge and understanding of history in a variety of ways, including structured narratives and descriptions.

Planning

The school now uses the subject content set out by the new national curriculum as a basis for curriculum planning. As of April 2012, history planning also includes the key skills from the Learning Challenge Curriculum. The use of the learning challenge concept is built around the principle of greater learner involvement in their work, resulting in a more meaningful curriculum, which promotes high standards. Developing and practising these key skills is a key part to the learning challenges and they allow children time to explore interesting concepts / issues more independently.

Planning is adapted to the local circumstances of the school where possible in that we make use of the local environment in our work. This helps to make the learning relevant to the children of St Peter's School. We also adapt the plans each year to ensure the curriculum meets the needs of each specific cohort. The long term over view and short term plans are accessible on the school main frame.

Curriculum coverage and progression of skills

The school now uses the subject content set out by the new national curriculum as a basis for curriculum planning. A humanities curriculum overview (created as the new curriculum was implemented in September 2014) shows the coverage of the key historical areas of learning across key stages 1 and 2. This was planned by the teaching staff in conjunction with subject leaders to ensure progression across both key stages.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Rationale behind chosen content and timings

The content of the History curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and ensure that there is a progression of historical skills and concepts throughout the Key Stages.

The Humanities curriculum overview was planned by the teaching staff in conjunction with subject leaders to ensure progression across both key stages. It is expected that In Key Stage 1 the children will have 1.5 hours per week of Topic lessons and in Key Stage 2, two hours per week.

Teaching and learning within History at St Peters

The Use of Evidence

Evidence is important in the teaching of History. The evidence used should be within the child's grasp but stretch them as well. Evidence can be found in artefacts, illustrations, written and oral sources, documents, museums and historical buildings. As of September 2022, school has used the Artefact Loan boxes from the School's Library Service (at a small cost of £15 per 2 week loan). Hands on experience of the past can excite young children and lead to asking questions and wanting to know more. With KS1 children, role play, use of artefacts, visits and visitors are all used to engage, excite and interest every child with varying learning styles.

Vocabulary development

As with any curriculum subject, using and understanding technical vocabulary is important and children's interest in vocabulary should be developed by making them aware that some words have several possible pronunciations and spellings. They should be encouraged to identify these in the resources they use. It is expected that correct terms and words will always be used and that as the children's level of understanding grows the teacher will introduce increasingly complex and technical vocabulary. It is important that the children are expected to extend their vocabulary and that this vocabulary caters for the more able. To help with children's access to and understanding of topic specific vocabulary, the children now have Knowledge Organisers stuck in their books. These contain the key vocabulary and their definitions for that topic. These are referred to at the start of every lesson, to review prior learning and to recap on specific vocabulary for that lesson. Children are encouraged to use these as spelling aids as they work through the topic.

Active learning

History teaching and learning should meet the needs of all the children. Often this involves ensuring the lessons throughout an area of study have a range of visual, auditory and kinaesthetic learning. Practical work including handling artefacts, role play, dressing up and taking part in visits / visitor experiences are all ways in which we engage all children in their learning.

Using Artefacts

Artefacts play a central role in the teaching of History. Artefacts bring History learning to life and give the children first hand experiences, whether in the classroom or beyond. Children learn by

being actively involved in History lessons. Children are naturally curious and therefore handling and discussing artefacts whilst responding to a range of questions and stimulus, is critical to their learning and their understanding. The children have also access to Topic boxes, on loan from Mr Birchall or from the Library Service.

Visits and visitors

The children's understanding of History will be enhanced through real life experiences. Visitors who have real life experiences connected to topics such as the war and Farnworth in the past are a valuable source of information as are visits to historical sites. Usually visits and visitors can be arranged through local contacts and the subject leader can support teachers in this. Full use should be made of links with parents and the community.

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks it and comments as necessary using our marking stamp 'Find it, fix it' (children have make any corrections). This is within our marking policy.

At the end of each Topic, teachers complete the key skills assessment sheet (on the school's main frame) as record of progress. All key skills from the learning challenge curriculum are on each cohort's assessment grid and these move up with the children throughout key stages 1 and 2 to show progression across the key stages.

Organisation of resources

There are Topic specific resource boxes stored centrally. These contain books, posters, relevant artefacts etc for the teachers to use in their teaching and for display.

At St Peter's, we also make use of the Library Loan Service, where Topic boxes can be requested to support the History topics. Teachers are encouraged to speak to the subject leader if there is need to order extra equipment.

Use of ICT

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet on a regular basis. In Year 6, the children create their own Powerpoints on Kings and Queens. The staff are encouraged to use the Purple Mash activities where appropriate. The school has a set of iPads which are also used for research activities. Now Press Play also contain exciting experiences, which the children can become immersed in.

In KS1, the current History topics available on Now Press Play are:

- **Castles**
- **Florence Nightingale**
- **Great Fire of London**
- **Guy Fawkes**
- **Mary Seacole**
- **Neil Armstrong**
- **Toys**

In KS2, the current History topics available on Now Press Play are:

- **Ancient Egypt**
- **Ancient Greece**
- **Anglo-Saxons**
- **Dinosaurs**
- **Harriet Tubman**
- **Roman Britain**

- **Shang Dynasty**
- **Stone Age**
- **The Maya**
- **The Tudors**
- **Victorian Britain**
- **Vikings**
- **World War 2**

History in EYFS

- Understanding the world involves guiding children to make sense of their physical world and their community. The Early Learning Goals linked to History are:
- **Talk about the lives of the people around them and their roles in society.**
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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. 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.

Use of knowledge organisers

Each History topic has a knowledge organiser that details the key vocabulary and factual information that is to be learnt by children by the end of each unit of work. These also allow the children to reflect back upon previous learning linked to the topic. Knowledge organisers are used to share the expectations and key skills of each topic with the children. The Knowledge Organisers are shared and discussed at the start of each Topic lesson.

Role of the subject leader [\(link to subject leadership policy\)](#)

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.

- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT 's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Cross curricular links

We do, wherever feasible, make clear links to other subject areas. We do this is because we know that making clear and explicit links helps children to learn. You will see through our planning where History links are made, particularly in Maths, Music, Art & DT and the class texts used in English.

Reviewed: May 2023