

Curriculum Intent

Subject Design for History

History at St Mary's Catholic school is thoughtfully designed to deliver high quality exciting lessons in a knowledge engaged curriculum, using Rosenshine Principles , to engage and challenge all groups of students with an emphasis on "My place in the history of the world". Timelines are used effectively to help children understand the chronology of historical events and where they fit in.

We plan in one unit of learning that is repeated annually (5th November - Guy Fawkes) to build on the historical concepts of change, continuity, causation, significance, similarity and difference, perspective, sources, chronology and empathy. The unit enables our children to engage in a historic moment at different levels from pre school age to key stage 2 - starting from engaging in traditional celebrations with our youngest to debating with our oldest. As well as demonstrating a progression of understanding, skill and vocabulary that the children have, it also recaps "My place in the history of the world" , teaches a sense of responsibility for one's actions and engages children in a complex and challenging period of time that is still marked today.

Throughout the teaching and learning of History at St Mary's, children are engaged in learning about their own history as well as others locally, nationally and internationally - with a sense of how we are influenced and can influence, linking with our Gospel values and sense of responsibility. We utilise a range of quality sources to aid this, with an emphasis on local resources and places of historical interest.

We plan carefully so that our children have a growing specialist vocabulary and skill set to enable discussion and an increasing sense of history ; with a curious and skillful eye alongside a strong, intelligent voice. As historians, the children are encouraged to research , reflect, question and build a progressive set of skills and vocabulary to enable them to enquire, state and debate. Single steps lessons, drama, research, high quality trips, subject specific vocabulary, visitors and safe classrooms (built on positive behaviour models) enable children to confidently share observations, ideas and concerns about a range of historical topics.

We utilise our local museums (Dorchester Museum/Shire Hall), historical sites (e.g Maiden castle, Lulworth castle, Maumbury rings and The Roman town house) to help children gain an understanding of their local history through first hand experiences. It is our intention to hook children into this exciting part of the curriculum at a young age and path a way for future learning. Within our mini pyramid of schools we plan alongside our middle school colleagues who in turn plan alongside the upper school

colleagues - ensuring curriculum coverage and a progression of skills. CPD and specialist advice is used throughout the key stages.

The planning and delivery of History across the school ensures a progression of skills in chronological understanding, range and depth of historical knowledge, interpretations of history, historical enquiry and organisation and communication. It also encourages a love of the subject with a sense of identity. This links with our gospel values that prompt our children to consider their responsibilities in looking after the world - starting with their classrooms (class charter), school/local environment (Eco schools) and world wide environment (CAFOD).

Equality of opportunity

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy and numeracy where necessary with teachers planning lessons that are diverse in their range of delivery (e.g single steps, fieldwork, drama, group activities and filming responses).

Ensuring student progression

Within the class setting children are carefully seated so that the PP children and those who have previously been performing below ARE are paired with children who have a deeper understanding and a richer vocabulary. Pairings are monitored throughout the academic year to ensure that everybody progresses with their knowledge, skills , vocabulary and understanding of history. The planning of our history curriculum has been designed alongside the head of history of our main feeder middle school so that the children have the key skills and knowledge needed to be competent historians at middle and upper school. In turn our middle school colleagues plan their curriculum with the local upper school colleagues to ensure progression from reception through to GCSE and A levels.

Additional opportunities to learn

Local historical studies and trips are a central part of our curriculum; these include a trip to a Victorian school in Yr 1, a trip to Lulworth castle in Yr2 and a trip to Maiden castle and a Roman town house in Yr 3.

Jo Bourne History lead

Tim Jenner - “ Guiding pupils on the early stages of their history journey is a great responsibility but also a great privilege. “