



Newnham St Peter's C of E Primary School History Curriculum



School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Newnham St Peter's School Intent Statement

We aim to work in partnership with parents, governors, the Church, and the community to provide a broad and balanced curriculum that enables all our children to develop into well rounded individuals and life-long learners. As a church school our curriculum is built upon a strong Christian foundation, with our core values of hope, perseverance, respect, friendship, forgiveness, and thankfulness at the heart of all we do.

Curiosity underpins lifelong learning, from pre-school up our curriculum is based upon asking questions and exploring. Reading is the gateway to sustainable learning. We have a structured approach to reading to ensure children develop skills that are applied across the curriculum. Vocabulary is a key focus, and our curriculum is designed to ensure children develop both rich creative and subject specific vocabulary.

To ensure knowledge is retained and learning 'sticks', our curriculum is carefully mapped out across all phases, providing continuity, supporting transition and revisiting / building on key concepts.

Our curriculum takes inspiration from our Forest of Dean setting next to the River Severn whilst also ensuring that pupils are outward looking with planned opportunities to gain experience of the wider world.

We aim for children to leave our school not only achieving their full academic potential, but with the skills to keep themselves physically, mentally and spiritually fit. The confidence to push themselves outside of their comfort zone and the moral compass and drive to be active global citizens.

Intent – What we want for the children

At Newnham St Peter's C of E Primary School, the intent of our history curriculum is to instil a love of history in our children. Our aim is to give our children the knowledge and understanding of the past, to enable them to have a greater insight into the world and the community in which we live. By gaining an understanding of past achievements and experience, children will obtain their own sense of self and identify enabling them to become confident, knowledgeable, learners.

This will be achieved through creative, engaging and challenging lessons threaded throughout the curriculum. In some areas, it will work alongside our Geography curriculum and allow children to further understand the History of our local area. Children will be encouraged to think critically, ask, and answer historical questions whilst examining the validity and reliability of sources. To embed learning, children will gain real-life experiences inside and outside of school through educational trips, wow-days and utilising local members of the community and their experience.

Knowledge and skills will be built on as children progress through school, this will enable deeper learning and understanding of history. Basing our curriculum on the History National Curriculum ensures that areas are revisited throughout the primary years with clear progression in both historical skills and knowledge.

See also: History Long Term Plan

History Progression Map

Implementation – How it will be delivered

To ensure a consistent approach to the teaching of history across the school each year group has a long-term plan to refer to, these are closely matched to the National Curriculum objectives.

The Progression of Skills document provides teachers with a detailed breakdown of skills for each year group and therefore ensures that children will progress through the school developing their skills and embedding their historical knowledge and understanding. This will be evident in books, displays and through pupil-voice questionnaires.

In EYFS (pre-school and reception), children practise skills and develop their historical knowledge primarily through 'Understanding the World'. Teaching and learning will cover focus objectives in both adult-led activities and continuous provision; however, children will also learn about historical concepts through in-the-moment planning based on children's interests and through quality conversations. They will learn about the past from stories and non-fiction texts read aloud to them too.

For Years 1 – 6, units are delivered once a week for one of the half terms in every big term.

Planning involves teachers creating engaging lessons, to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up. Children learn from our curiosity questions in history, helping them to make links to prior learning and build new knowledge as they progress through each year.

In addition to the teaching of historical knowledge in lessons, we also have planned in class trips to enhance the children's understanding and experiences further. We see this as a valuable part of enriching the children's curiosity for the subject.

Impact - What we want the outcomes to be

Our children will:

- Explore and observe historical concepts that are within our locality and transfer these skills to other places further afield.
- Be able to question ideas and reflect on knowledge.
- Work collaboratively to use sources and to interpret what happened in the past.
- Be able to articulate their understanding of historical concepts and be able to reason, using rich language linked to key vocabulary identified on their knowledge organisers.
- Demonstrate a range of transferable skills through their work, such as organising, recording and interpreting information.
- Achieve age related expectations in history at the end of their cohort year.
- Be ready for their next phase of education in history learning at secondary school by the time they leave Newnham St Peter's C of E Primary School.

Impact is measured through formative assessment of children's understanding through conversations, questioning, observations and learning tasks, and through summative end of unit assessments.