

## INTENT

### School Vision:

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

### Subject Curriculum Vision:

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, we make lots of links to our school and community with a look at Victorian Totley in KS1 and a detailed study of the history of TASS in KS2. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

### Our Curriculum for our Context:

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average numbers of pupils come from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

## IMPLEMENTATION

### Aims of the National Curriculum:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

<b>Learning Experience</b>	<b>Resources</b>	<b>Links with other Subject Areas</b>
<b>What is the breadth of experience provided for our children?</b>	<b>What resources are used to support the teaching &amp; learning of this subject?</b>	<b>What links are made between this &amp; other subject areas?</b>
<ul style="list-style-type: none"> <li>• Quality First teaching: variety of teaching styles, varied stimulus</li> <li>• Quality Resources: a wide range of books, iPad's, online resources &amp; programmes, schemes of work to support teaching</li> <li>• Visits: e.g. Victorian classroom, museum visits, etc.</li> <li>• Visitors: e.g. focussed workshops, past pupils, Totley History Society representatives.</li> <li>• Experiences: role-play, what it would be like to live in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of books to support each learning theme</li> <li>• Online resources &amp; programmes</li> <li>• Published schemes</li> <li>• Self and teacher assessment materials.</li> </ul>	Links are made with other subject areas wherever possible, particularly English, PSHE, Geography and Computing.

### **Planning & Sequencing of Knowledge & Skills**

See Appendices.

## **IMPACT**

<b>Assessment</b>	<b>Monitoring &amp; Evaluation</b>	<b>Long Term Memory</b>
<b>How is this subject assessed?</b>	<b>How do we know we have been successful?</b>	<b>How does this subject impact on long term memory?</b>
<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Formal assessment – end of unit and end of year</li> <li>• Observations</li> <li>• Marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work scrutiny</li> <li>• Discussions</li> <li>• Timetables</li> <li>• PDM's.</li> </ul>	<ul style="list-style-type: none"> <li>• Memorable experiences &amp; visitors</li> <li>• Revision &amp; recapping</li> <li>• Success Criteria</li> <li>• Feedback / reflection from marking</li> <li>• Curriculum Mats</li> <li>• Links &amp; connections with other subject areas plus old &amp; new knowledge</li> <li>• Learning Journal</li> <li>• Discussion.</li> </ul>

<b>Readiness for Next Stage of Education</b>	<b>Promotion of Social Mobility</b>	<b>Promotion of British Values &amp; SMSC</b>
<b>How does this subject prepare our children for the next stage of their educational journey at secondary school &amp; beyond?</b>	<b>How does this subject promote social mobility?</b>	<b>How does this subject promote British Values &amp; SMSC?</b>
<p>We endeavour to ensure that the sequence of content enables our children to progress whilst they are with us, but also to provide the building blocks necessary to build on at secondary school &amp; their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience &amp; character.</p>	<p>Our aim is that no child is disadvantaged by their background situation &amp; that, as a school, we provide everything that a child needs so that there are no gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of resources, regular opportunities to take part in historical enquiries, discussions and role-play.</p>	<p>Through our rich &amp; varied curriculum, we ensure that our children are well equipped for life in modern Britain &amp;, through subject linkage have an excellent understanding of their own Historical background, Democracy, the Rule of Law, Responsibility &amp; Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &amp;, as a result, pupils thrive – enjoying their lives, learning &amp; want to make a difference for others.</p>

## Appendices

### Planning & Sequencing of Knowledge & Skills

**How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.**