



“With God all things are possible.” Matthew 19:26

Curriculum Overview and Statement of Intent, Implementation and Impact

History



Safeguarding

Safeguarding is at the centre of everything we do at St Matthew’s, we aim to ensure that everyone working in our school understands and adheres to their safeguarding responsibilities. We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. We are committed to inter-agency working to keep children safe. Together as a school community we provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual pupil, whilst paying due regard to the protected characteristics of every child.

Equality and Diversity

As a Church of England Aided Primary School, St. Matthew’s school is rooted in Christian values and TEAM spirit, we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. We are ‘Individuals working to potential with God’.

The school is committed to:

- promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices.
- ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- respecting and valuing differences between people.
- meeting the diverse needs of pupils.
- preparing pupils for life in a multi-ethnic society.
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

<p>Intent <i>At St Matthew’s Primary school, our school vision is to encourage all children to flourish spiritually, morally, emotionally, physically and intellectually in all aspects of life demonstrating perseverance and</i></p>	<p>Implementation History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure</p>	<p>Impact At St Matthew’s we provide all pupils with the opportunity to develop their history subject knowledge and skills within a range of exciting and insightful historical topics.</p>
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<p><i>resilience; this is emulated across all curriculum areas.</i></p> <p>At St Matthew's Primary school, we provide all pupils with access to a high-quality history curriculum that supports them to develop an appreciation and comprehensive understanding of the past. As historians, our children are given learning opportunities that support a coherent insight and knowledge into how people in Britain and the wider world used to live. Pupils are taught to make connections within these areas of learning, with our aim to develop motivated, independent and curious learners that can reflect on the past and make meaningful links to the present day and how to shape and develop the future.</p> <ul style="list-style-type: none"> • Our curriculum intent ensures that our children can apply their knowledge and skills to articulate that the history of Britain is a coherent, chronological narrative, and begins from the earliest periods of time to the present day. They develop an understanding of how people's lives have shaped this nation and how the process of change has influenced both Britain and the wider world/ both Britain and the wider world have influenced and been influenced by the wider world • Through our history curriculum intent we inspire pupils' inquisitiveness by delivering learning that equips pupils with the knowledge to ask perceptive questions, think critically, evaluate evidence and examine arguments to develop their own judgement and perspective. • Our historical content helps pupils to understand the complexity of people's lives, the process of 	<p>progression between year groups throughout the school.</p> <p>During history units, lessons will be taught twice a week during the afternoon. To enthuse and excite our children as historians, each unit of work begins with a memorable experience that takes place both in and out of the classroom including workshops and offsite visits, this ignites pupil's passion to study the topic.</p> <ul style="list-style-type: none"> • We use historical sources and artefacts to further engage our children and provide scaffolding that supports the retention of new information and vocabulary into their long-term memory. • History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. • To ensure that pupils develop a secure knowledge that they can build upon, our curriculum is organised using a progressive model that identifies the skills, knowledge and vocabulary taught in a sequential and coherent manner. When covering each historical strand, the content is carefully organised to challenge pupils to discuss emotive aspects of history that impact upon the wellbeing and mental health both for those living through the time period studied, and from the perspective of how these events evoke feelings in people today. • Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units studied have been 	<p>We ensure that every year the children have studied two discrete history topics so that by the end of year 6:</p> <ul style="list-style-type: none"> • Children have a chronological understanding of British history from the Stone Age to the present day. • Children can draw accurate comparisons and make meaningful connections between different time periods and their own lives. • Children can appreciate and understand aspects of world history, such as the ancient civilisations of Greece and the Egyptians. • Pupil voice shows at St Matthew's demonstrates that children are enthusiastic and confident to talk about what they have enjoyed learning in history using the new knowledge and vocabulary studied. • Pupils work demonstrates that history is taught at sequentially and at an age-appropriate standard and provides opportunities for pupils to learn creatively across all year groups. The work produced by the pupils is of a high standard and shows pupils are acquiring knowledge, skills and vocabulary in an appropriate and coherent structure. • Through the conduction of Deep Dives consisting of lesson observations, book monitoring and pupil voice, subject and senior leaders monitor the impact of learning to ensure that high standards remain consistent across all areas studied.
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<p>change, the diversity of societies and relationships between different groups.</p> <ul style="list-style-type: none">• Chronological understanding, historical interpretation/communication and historical enquiry and are all mapped out using the strands everyday life, changes over time, British History – Significant Events, chronology, compare and contrast and artefacts and sources. This ensures that pupils build on secure prior knowledge and can make connections to future knowledge and skills.	<p>developed to encourage children to appreciate their own identity by understanding the process of change over time and the impact of significant developments.</p> <p>The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant events.</p>	
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