

## Aims of the History Curriculum at St Alban's Catholic Primary School

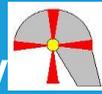
History teaching at St. Alban's Catholic Primary School aims to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

## How is History a sacred subject?

History encourages all learners to discover the truth of the past and to have a deep understanding of the present, which in turn will enable them to make informed and wise decisions for creating a better future. History helps students find their place in the story of humankind. Students are helped to develop critical thinking skills as they delve into the rich variety of available sources. Learning to analyse and critique information and data encourages the ability to discern facts and reach conclusions, matching evidence with truth. Learning from the past helps to facilitate a better future for the common good of all God's people.

## Context

St Alban's is an average sized Catholic Primary and Nursery School, a member of St Clare CMAT, Diocese of Hallam and works closely with the Catholic Dearne Valley Family of Schools as well as the Sheffield Catholic Schools who are part of St Clare's. Our mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential in all elements of their lives. Our age range is 2 to 11 with 217 on roll, 187 FTE R – Y6. St Alban's Nursery opened in September 2021, and is led by teachers and experienced qualified Early Years practitioners and has continued to grow in numbers. St Alban's serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and Blessed English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and is one of the 5 most deprived schools in Doncaster with a changing profile of number of Catholics attending. In recent years, there have been children with more complex needs attending and from Y4 down to our youngest learners in Nursery, 80% of children in these classes fall within the 10% most disadvantaged in the country. At St Alban's 41% children are disadvantaged and a higher than average proportion of children with SEN at 32%, most of whom have speech, language and communication (63%) and/or social, emotional and mental health (27%) needs. Children entering EYFS are doing so with increasingly significant needs and our current Reception class have 44% of children with complex SEN. Most children at St Alban's are of White British heritage, with a lower than average proportion of children with EAL at 3.23%. St Alban's has lower than national levels of stability and since January 2021 there has been a 15% increase in the number on roll (R – Y6) therefore increasing mobility factors. Prior to COVID, attendance was 97.48% but reduced significantly with 27.8% persistently absent in 21/22 academic year. During the school year 22/23, attendance improved at a significantly higher rate than the



national primary rate reaching 94.03%, an increase of 2.13% on 21/22 and a reduction to less than national levels for persistent absence at 19.6%.

## Intent of the History Curriculum

- To be universal and inclusive; the curriculum supports fluency and challenge for all learners in all different groups e.g. SEN, EAL, more able etc.
- To develop the cultural capital through the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values
- To study the best of what has been thought and said by many generations of academics and scholars
- To help students to relate each topic to previously studied topics and to form strong, meaningful schema
- For students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage.

## Transition from EYFS to Y1 and Y6 to KS3

In the Foundation Stage of the EYFS Curriculum, History is related to the objectives set out in the Early Learning Goals in 'Understanding the World' which prepares them for historical learning in Key Stage 1.

During Key Stages 1 and 2, the Essentials Curriculum in History offers a progressive model based on the three milestones ensuring that by the end of Key Stage 2 all children have a wide breadth of historical knowledge and skills to prepare them for Key Stage 3.

## Inclusion and challenge for all learners in different vulnerable groups

At St. Alban's we teach History to all children, whatever their ability. All children are provided with equal access to the History curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. History forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's needs. Pupils on the Special Educational Needs register, including those with Education and Health care plans, may have specific targets that can be included in their history learning.

## Implementation of the History Curriculum

At St. Alban's we follow The Essentials Curriculum for History with the basic principle that learning is a change to long-term memory. The curriculum begins at KS1, building on the key themes developed throughout EYFS where children begin to develop their understanding of the



world. As children progress through school, they will build on the basic skills highlighted within the curriculum and as they move into the second year of the milestone they will deepen and advance their skills. Children will be taught the same 6 topic areas and skills over two years which allows for learning skills and facts (remembering), making connections (knowing) and applying what they have remembered and know (reasoning) across Geography themes. This enables children to recall and build upon previous learning, exploring the underlying principles of geography regularly in depth that is appropriate for the age and key stage of the child. Where purposeful Geography links can be made with other subjects, we will teach this subject through our adventures in learning expeditionary curriculum.

## Impact of our History Curriculum

All children will access a wide range of history regardless of age or vulnerabilities. The curriculum will be progressive and build on skills started in FS2 in order to enable then children to successfully transition into KS1, KS2 and eventually to KS3.

Children at the expected level of development will achieve the Essentials Curriculum Milestones as follows:

- End of EYFS – ELG in ‘Understanding the World’
- End of Year 2 – Milestone 1
- End of Year 4 – Milestone 2
- End of Year 6 – Milestone 3

The Essentials Curriculum folders will travel with the children throughout their school journey as evidence of the progress that they make.

## Appendices

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Milestone 1 Year 1 & 2	Great Fire of London		Battle of Hastings		Rosa Parks	
Milestone 2 Year 3	The Vikings		Ancient Egypt		Romans	
Milestone 2 Year 4	Romans		Ancient Egypt		The Vikings	
Milestone 3 Year 5 & 6	Explorers		Tudors		The Second World War	