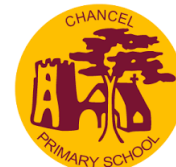


Chancel's Curriculum - History



Impact

Our curriculum consistently leads to good outcomes and results for the pupils at Chancel Primary School. We are consistently in line and above national averages for outcomes at the end of EYFS, KS1 and KS2.

Pupils leave Chancel Primary School with a secure understanding of History. The work produced in children's books, alongside child-led discussion and debates, demonstrate our children leave us with a coherent narrative of Britain's past. Regular and varied subject monitoring ensure the vibrancy of the subject. Whereas, the carefully planned Chancel curriculum allows children to make explicit connections between what they have learned and what they will learn. The work produced by children, and our assessments of them, demonstrate that they become confident historians who ask questions, think independently, unpick arguments, interrogate evidence and form reasoned conclusions.

Intention 1: to develop our learner's learning (our head and body: what we learn)

We strive to ensure that attainment in History is in line or exceeding expectations for a child's age. Attainment is carefully measured at each stage of a child's learning and based upon work produced, teacher assessment and professional conversations between staff and subject leaders. In delivering the subject, staff are also conscious of a child's whole learning journey ensuring that children are prepared academically for what skills and knowledge they need to acquire next. Explicit connections between past and future learning allow our children to become curious Historians - able to use these skills to unlock this new knowledge.

Intention 2: to develop the character of our learners (our heart and character: who we are when we learn)

Our history curriculum develops the characters of Chancel children. In learning how past lives have shaped the British character, children themselves acquire values and a sense of their own place and responsibilities in the interconnected regional, national and international communities. Again, this is evident in the work children produce and the classroom discussions which underpin the subject. However, everyday behaviour in the corridor or the playground also demonstrates that our children have a sense of personal responsibility within the wider school community.

Intention 3: to develop behaviours and habits to become effective learners (our actions and attitudes: how we act when we learn)

Our dynamic and personalised curriculum values a child's curiosity. The skills the children acquire in History are, therefore, consciously transferable. Across all subjects, our pupils are resilient and motivated problem-solvers who ask pertinent questions. History moulds the confidence of our children by encouraging them to articulate their own opinions as well as listening kindly, carefully and critically to the opinions of others.

Intention 4: to develop the moral compass of our learners (our place in the community and wider world: who we are)

History allows our pupils to recognise similarities and value differences. In learning about past cultures and societies, and the follies of mankind, the children develop a strong personal sense of right and wrong. They recognise that decisions have an impact on others and that we all have a duty to the best for the communities to which we belong. This is not only evident in the work produced, but in school's relationship with other organisations in Rugeley and the charitable endeavours that form a key part of school's activities.

As a result of our History teaching at Chancel Primary School you will see:

- Engaged children who are all challenged.
- Confident children who can all talk about History and their learning, demonstrating a clear understanding of Britain's past as a chronologically coherent narrative; significant Historical moments in the wider world; an understanding of abstract terminology; Historical concepts; the methodology of enquiry; and the connectedness of their growing Historical perspective.
- Lessons that use a variety of resources to support learning.
- Enrichment opportunities including class visits and visiting Historians.
- Learning that is tracked and monitored to ensure all children make at least expected progress.