



Creativity

Challenge

Community



## St Mary's Subject Intent Document

### Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, sequential curriculum, underpinned by progressive knowledge and understanding, equipping our children for their future lives. It is aspirational, providing problem solving, challenge and creativity whilst developing character including responsibility, reliability and perseverance. The curriculum ensures the children are able to celebrate uniqueness and diversity and apply their learning to positively impact the local, national and global community.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design:**

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



#### Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



#### Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



#### Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

## End points of our curriculum:

Principles of design					
<b>Aspiration</b>	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
<b>Core Knowledge</b>	Subject based				
<b>Procedural / Powerful Knowledge (skills)</b>	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
<b>Developing Cultural capital</b>	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
<b>Developing Character</b>	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
<b>Creativity</b>					
<b>Identifying and addressing Context specific need</b> <b>Community</b>	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
<b>Learning is Sequential</b>	Key themes enhanced by Rosenshine's Principles of Instruction				



### History subject Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

#### **1. Our vision**

To stimulate children's curiosity about the past globally, nationally, as well as at a local level. Through finding out about how and why the world, our country and local community have developed over time, children understand how the past influences the present. Building on prior knowledge, the sequential and thematic progression of the history curriculum ensures that the children have the opportunity to build their historical schema. The children are enabled to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history increases their awareness of uniqueness and diversity of cultures around the world and can influence their decisions about personal choices, attitudes and values.

#### **2. Our key concepts and core domains of knowledge**

- Our curriculum is designed to help pupils gain a knowledge and understanding of the history of Britain, the local community as well as that of the wider world.
- To understand how our knowledge of the past is constructed from a range of sources.
- Develops the concepts of continuity and change; cause and consequence; similarity, difference and significance.

This is implemented through:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons (KS1 up);
- A cycle of lessons which builds on prior learning and carefully plans for progression;
- Quizzes which test and support learners' ability to block learning and increase space in the working memory (KS1 up);
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts to enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;

At Key Stage EYFS, learners will experience a broad a rich curriculum comprising:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

At Key Stage 1, over the life of their learning, learners will study:

- Childhood now and then
- Guy Fawkes and the Gunpowder Plot
- Lives of Significant People – Mary Anning, David Attenborough, Greta Thunberg
- Changes in transport
- The Great Fire of London
- Similarities and Differences in Queens

At Key Stage 2, over the life of their learning, learners will study:

- Life in the Stone Age
- The Life of a Roman Soldier on Hadrian's Wall
- Buildings and People of Influence in Kirkby Lonsdale
- WW2 – evacuees
- The Ancient Maya
- The Ancient Greeks

- The History of Farming
- The Vikings
- Egypt
- Shackleton
- The Titanic
- Britain through the decades
- The Victorians

### **3. The end points of our curriculum**

Our learners will be able:

- To use and understand appropriate historical language / vocabulary
- To develop key concepts and skills
- Understand the relevance of studying the past locally, nationally and globally and its impact on the present.
- Foster a lifelong interest in learning about history.

The impact of the curriculum will be monitored by subject leaders through pupil voice and mini low stake quizzes ensuring that all the key areas of History are covered and understood. Children will be equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a global citizen.

By the end of each year our learners will be able to:

EYFS	KS1	KS2
<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"><li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li><li>• The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example, Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and L.S. Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell).</li><li>• Significant historical events, people and places in their own locality.</li></ul>	<ul style="list-style-type: none"><li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• Pupils should understand how our knowledge of the past is constructed from a range of sources.</li></ul>

Our curriculum is designed to be easily adaptable by professional teachers to ensure appropriate challenge and differentiation to meet the needs of all children, including higher attaining pupils as well as scaffolding those who need it, including those with SEND. Teachers ensure the prior learning of all children is assessed in order to adapt planning to fit the individual needs of the children in each class. For children with SEND, this is done in accordance with their IEP/EHCP.