**Vision statement: Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.**

**Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.**

**Together we flourish through courageous learning, friendships and generosity. TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

**Deal Parochial C.E.P. School History Curriculum**

At Deal Parochial school our pupils will be inquisitive, critical thinkers who make connections between local and international History. Pupils will use and question evidence to understand how people’s lives have shaped the nation and wider world, influencing the changes that they see today.

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| **Intention** | **Implementation** | **Impact** |
| * Engage pupils in investigating questions about people and events in the past in order to better understand their lives today. * Develop a wide range of critical thinking skills to enable them to distinguish between fact and judgements about the past. * Teach a logical, broad and balanced curriculum to include personal history, British history, ancient civilisations and topics covering continuity and change. * Promote and develop children’s understanding of Black History. | * Three times a year teachers adopt an enquiry focused approach to learning and teaching in history. Learning is structured through a question led enquiry about relevant historical topics, places and themes. Individual lessons will have an ancillary question which will link to the termly big question. * Curriculum is ‘knowledge rich’, not ‘content heavy’ to allow pupils to master and apply critical thinking skills, specialised vocabulary and a grasp of subject concepts. * Teachers will generate nine key words for the term and will use agreed images for critical thinking skills. Actions and pictures are used to embed understanding. * Timelines are displayed in the classroom and in children’s books so that they can develop a chronological narrative of taught History. These are referred to regularly. * At the start of each lesson teachers will engage pupils in a ‘warm-up’ where prior knowledge is consolidated. * Teachers plan a sequence of lessons to teach Black History. This is celebrated and displayed in our school environment and shared with parents. * Interactive and practical opportunities for children to work independently, in pairs or groups, both inside and outside the classroom (including the local area). Trips with the ‘History project’ and to local historical places are regularly planned by class teachers. * Pupils provided with historical evidence including narratives, paintings, photographs, artefacts, data (censuses) to analyse and reach conclusions / make judgements. | * Pupils actively engaged in their learning with a clear concept of historical periods, their chronology and how they impact upon their previous knowledge. * Clear objectives and outcomes for pupils’ knowledge, understanding and skills acquisition help to build an emerging picture of what pupils know, understand and can do. * Assessment draws upon a wide range of historical evidence from pupils. * Teaching ‘big question’ enquiries in chronological order, enabling children to see the bigger picture. |