



Curriculum Statement

Share and love one another.

We teach the children to respect each other and to behave with consideration. We aim for an atmosphere in which the children feel safe and valued. Discussions and team games start by establishing the ground rules for respecting each other's contributions.

In history we combine experience (doing) with cognitive challenges that encourage children actively to question, to speculate, to debate and to listen (thinking), within a secure, safe and fair environment. We provide children with the opportunities to start developing the knowledge, understandings, attitudes and values essential for citizenship.

Together work to be like Jesus.

The Catholic social teaching agenda, with its emphasis on justice and peace, guides our curriculum choices. Wherever relevant we relate what we teach to the influence of Gospel values. We encourage the children to imitate the resilience of Jesus in their learning behaviour.

In history we encourage children to unpick historical events and explain to them the importance of forming fair and balanced judgements. We discuss the importance of learning not only from our personal mistakes but from those of the past to ensure peace and unity in our world.

Make people smile.

We aim to encourage children to love learning so that they become self-motivated and derive joy from their work. Teachers endeavour to convey enthusiasm about the subjects they teach. There is an emphasis on effort for the satisfaction of self-improvement. Moments of awe and wonder are sought and celebrated.

The aim of History teaching at St. Monica's Catholic Primary School is to establish a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We tailor our curriculum to draw from the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. We aim to inspire pupils' curiosity, so children at St Monica's are enthused to know more about the past.



Only teamwork can make dreams happen.

Our curriculum focuses on skills of collaborative living and provides opportunities to practice those skills in context. In sport, group work and play, we promote respect, patience and empathy. (There are even children with a practical expression of these values on their Behaviour Plans.)

In history we value the benefits of teamwork as we enhance and improve our skills from working together and learning from our peers. In upper KS2 children collaboratively debate important questions from history such as 'Was King Alfred actually great?' and 'Is there more crime today than ever before?'.

Never stop trying.

In the way we work, we develop resilience, determination, self-confidence and an understanding of the need for hard work and practice. We do this by placing an emphasis on enquiring, questioning and solving problems.

In the humanities, we encourage children to be active participants in their learning and not just passive recipients of knowledge. In history specifically, we equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We plan each topic carefully to build upon another, and to give each child the opportunity to apply and up- level taught skills as they progress through the school.

Include everyone in all we do.

In our teaching we ask the children to look at others through a lens of fairness, equality, justice and the sort of tolerance that is born of knowledge and fellow feeling. We work to combat stereotypes: in the way we speak to children and in the way we teach them to look at others.

In history we ensure all children feel included, that they feel that they, their beliefs and their culture, are respected. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Through history, we lead children to understand why people act as they do, and to appreciate and respect those who lived in the different, foreign country of the past.



Care for others around the world.

We want our children to develop knowledge and respect for other cultures, religions and peoples and for a sense of their responsibilities to flow from that knowledge and respect.

The History programme of study enables children to understand that Britain's cultural heritage can be further enriched by the multi-cultural British society of today. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. As such, history makes a crucial contribution to citizenship education, in that it can help pupils to understand and respect our common humanity and diversity, and can provide the conceptual means to make sense of their lives.

Aim to be the best we can be.

We define achieving their best as helping children to build a body of knowledge and learning how to think critically and creatively about it. To that end we use: self-assessment sheets, knowledge organisers, repeated low stakes testing and finding ways of applying the knowledge they are acquiring. A book per child per subject area is our way of ensuring we focus on what value each child is getting from every subject they study.

Deep learning is an embedded practice which is woven into the teaching and assessment of the humanities. Medium term planning outlines the strategies each member of staff is using to ensure progress. Children are exposed to a variety of creative approaches to revise and rehearse learnt skills and knowledge.