



Computing Curriculum Statement

At Carter's Charity, our vision is to provide our children with a high quality, inclusive education inspired by British Values. Excellent teaching and learning form the basis of all our work delivered through a caring, creative ethos.

Our children are encouraged to have a positive attitude, develop resilience in their approach to learning, become confident in their own ability, independent and motivated to achieve their full potential.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

Intent

At Carter's Charity Primary School, we want every child to be enthusiastic learners of History, and to be eager to achieve their very best. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society.

We aim to provide the children with a rich and diverse History curriculum, equipping them with a coherent knowledge and understanding. Through a detailed study of key knowledge from different historical periods, pupils will also develop an understanding of abstract historical terms and specific vocabulary. Our intention is to encourage children to think critically, ask questions, think and act as historians and evaluate evidence, which allows them to develop a broad understanding of the complexity of people's lives and historic events. We aim for children to investigate and interpret the past, understand chronology and be able to communicate historically.

Implementation

We have developed our own scheme of work to deliver both the 'Past and Present' strand of the Understanding the World educational programme in EYFS and the National Curriculum for History throughout Key Stage 1 and 2. The scheme of work has a clear progression of substantive knowledge and vocabulary.

Our curriculum is planned around the following historical concepts: Civilisations and society, Justice and equality, Migration, and Leadership.

Progression in disciplinary knowledge (concepts such as chronology, change, cause and consequence, historical significance and interpretation) is integrated within the curriculum and developed alongside the substantive knowledge which the children learn each year.

Schemes of work make explicit links to Historical concepts and periods studied in previous years and key stages so that children are able to make connections, deepen their understanding and develop a chronological narrative.

In EYFS, children explore the past through their environment, family history and stories. Children enjoy asking and answering questions and are encouraged to question why things happen and give explanations. Stories are used to sequence events and develop their use of language relating to time.

In Key Stages 1 and 2, History topics are taught in weekly lessons in alternate half terms (alternating with Geography).

Across Key Stage 1, children begin to develop an awareness of the past using historical vocabulary. They build upon their knowledge and understanding from EYFS by studying people and events, and begin to identify similarities and differences between different time periods. Children learn some of the ways in which we find out about the past and how events studied fit into the chronological framework.

Within Key Stage 2, children build on prior knowledge and continue to develop chronologically secure knowledge of British, local and world history. Children learn to develop historically valid questions, identifying contrasts and trends over time, and make connections. Children also learn how our knowledge of the past is constructed through a range of sources.

Impact

The impact of the curriculum will be reviewed (during the year and at the end of the year), through lesson observations, pupil voice, book scrutiny and assessments of pupils' learning to identify how much knowledge they have gained and remembered over time.

We aim to ensure that children have a strong knowledge of historical events, a coherent understanding of chronology and an appreciation of the impact that history has on the modern world. Our children enjoy and love learning about history by gaining knowledge and skills, not just through learning in the classroom, but also through educational visits and visitors. Through the breadth and depth that our curriculum offers, our children become passionate historians, who are inspired by the subject, are curious to find out more about the past and have a love of history that will remain with them for the rest of their lives.