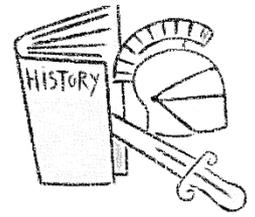




St, Joseph's Catholic Primary School

History Curriculum Statement



INTENT

In our study of History at St Joseph's we intend for all children to be inspired by history and develop a curiosity and inquisitiveness that allows them to look deeply at the past. This is achieved by equipping children with skills relating to:

Historical knowledge: this includes an extensive historical knowledge of significant events in British, European and world history; an understanding of historical concepts such as change and continuity, cause and consequence, similarity, difference and significance; and an ability to use their knowledge in historical enquiry.

Historical vocabulary: this includes confident use of vocabulary relating to specific historical periods, as well as overarching themes such as colonialism, religion, government and trade. Children will have a secure understanding of historical vocabulary and use this vocabulary both within their subject and in cross-curricular discussions.

Critical thinking and analysis: this includes the ability to pose historical questions and enquiries; to understand the concept of bias and evaluate sources accordingly; and to use their own knowledge to draw comparisons across historical periods.

Chronological knowledge: this includes a secure knowledge of the chronology of different historical periods and world civilisations; an understanding of the chronology of the UK; and the ability to estimate the chronology of a person or event based on their own understanding of timelines.

Empathy: this includes an empathy with the past; an understanding of local, cultural and international history; an understanding of diversity and how it is reflected through history; and an understanding of how history has created the world as it is today and how we can use our historical understanding in the future.

Our intention is to provide a knowledge-rich history curriculum which equips children with the skills to be a modern historian, as well as an understanding of how history has created our world.

IMPLEMENTATION

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Topics are planned based on children's interests in order to spark engagement. In KS1 history topics are based on history within living memory, and significant events and people, giving children a solid foundation upon which to build their historical knowledge and skills.

History is taught chronologically in KS2 so that children have strong chronological knowledge, and are able to recognise and build upon themes such as trade and innovation. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological

understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. Children will have a good understanding of historical enquiry and the importance of reflecting on history from diverse perspectives.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

IMPACT

Our aim is for all children to make the best possible progress in History, supported by careful planning that incorporates all children's needs and interests. Outcomes in topic books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children show what they have learned at the end of a topic through a final historical enquiry and class discussion. Children also make links to past topics, evidencing a developing historical vocabulary and knowledge base. Themes and vocabulary are revisited and built upon to allow children to retain prior learning and make explicit links with previous learning.

Emphasis is placed on analytical thinking and questioning, helping pupils gain a coherent and reasoned understanding of Britain's past and that of the wider world. Pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning, and children's work and historical knowledge is celebrated and further developed on in whole-school celebrations and pupil voice surveys.

We aim for our pupils to leave St Joseph's with highly developed critical thinking and enquiry skills. Children will be confident in making informed and balanced judgements based on their knowledge of the past. They will have a good understanding of the chronology of British history, and be aware of how historical events have shaped the world that they currently live in. They will have a good knowledge of local history, and have participated in impactful visits and experiences to further cement this knowledge.