



St Joseph's Catholic Primary School, Stourbridge

History Intent, Implementation and Impact Statement 2024-25



"Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you." (Deuteronomy)

Intent

At St Joseph's our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, people, events and historical aspects. Our pupils will leave us feeling inspired and curious to find out even more. We will support them to do this by building their substantive knowledge and awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills so that they understand the diversity and development of our 'common home' and their place within it.

To achieve this, we deliver a high-quality, knowledge and vocabulary rich History curriculum that has been carefully designed and sequenced to equip our pupils, from EYFS to Year 6, with a secure, coherent knowledge of British, local and world history. Our curriculum is accessible to all, thereby maximizing the outcomes for every child so that they know more, remember more and understand more.

By using the historical enquiry process of examining evidence, analysis and posing questions, our pupils are engaged and proactive in their learning, fostering independence and problem-solving. Pupils learn that history is known, based on fact, opinion, viewpoints and motives. They understand that the enquiry process is about testing ideas and using evidence to justify or explain their reasoning.

Through our history teaching we make meaningful links with other areas of the curriculum so that pupils develop a clear understanding of the influence of history in all areas of life and learning. By making explicit links with Catholic Social teaching and the Gospel Values and Virtues we reinforce that all places, people and aspects of our history are Important and created by God's own divine hands.

We intend to inspire pupils to develop a broad historical and cultural awareness by:

- Fostering enjoyment, empathy and curiosity for finding out about the past.
- Giving pupils a deep chronological understanding of the UK and the local area, including its interactions with the wider world.
- Systematically developing a comprehensive understanding of historical substantive concepts across each year group.
- Using timelines to support organisation of substantive knowledge of key events and time periods.
- Drawing connections between different aspects of local, regional, national and international history.
- Developing the disciplinary knowledge essential to cultivate historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence and information.



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- Encouraging pupils to interrogate evidence to form their own opinions and equipping them to communicate their viewpoints in a range of ways using appropriate vocabulary.
- Understanding that events have a multiplicity of causes and that historical explanations can be provisional, debatable and sometimes controversial.

Implementation

History is taught as a discrete subject from Year 1 to Year 6. In EYFS, history is taught as part of 'Understanding the World.'

To ensure high standards of teaching and learning in history, we implement a curriculum that is sequential and progressive in developing both substantive and disciplinary knowledge. This is delivered in blocks throughout the year so that pupils achieve depth in their learning.

We build skills and knowledge to prepare pupils for subsequent learning throughout Key Stage One and Two and beyond. History teaching focuses on enabling pupils to think as historians who understand chronological frameworks and make connections.

Teaching and learning in History is planned to ensure pupils know and understand significant events in British history (including the history of our own locality) and appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world. We ensure pupils know and understand significant periods of historical development: the nature of ancient civilizations; the expansion and dissolution of empire and characteristic features of past non-European societies.

Our teaching sequence for each historical topic is based around a historically valid question which provides clear emphasis on which aspects of the period, person or event are to be studied. In doing this, we ensure that substantive knowledge is developed alongside disciplinary knowledge within meaningful historical enquiry, so our pupils develop as independent learners and as critical and reflective thinkers, with regular opportunities for extended writing.

The key knowledge and skills for each topic have been identified and consideration has been given to ensure progression across topics throughout each year group across the school. Skills, knowledge and discrete vocabulary progression are built on year by year and sequenced appropriately to maximise learning for all pupils.

Our teaching sequence is based on 3 core elements:

- Context – world building, chronology, vocabulary and an enquiry question
- Historical Enquiry lessons (framed as sub questions)- teaching the knowledge and key concepts and making links with previous



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learning

- Outcome – answering the enquiry question

This sequence is underpinned by regular retrieval practice and both formative and summative assessment. Assessment is used to plan, adapt, and deliver a tailored History curriculum, relevant and appropriate for our individual pupils.

Pupils will be asked to research historical aspects of their learning independently. This allows them to have ownership over their curriculum and lead their own learning in history. A wide range of texts is available to support pupils with both class based and independent tasks.

Where possible we use artefacts for pupils to explore and investigate. We believe that handling real objects enhances historical knowledge, understanding and skills. We aim for pupils to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

EYFS

In EYFS, historical learning begins in 'Understanding the World' where pupils begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems pupils learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, pupils explore ideas relating to history and the passing of time. Examples include:

All About Me: pupils begin to make sense of their own life-story and family history by looking at photos and sharing family stories.

Festivals and Celebrations: learning about significant people and events such as birthdays and Bonfire Night.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help pupils understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, pupils have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are interconnected. Through engaging in activities linked to history and historical enquiry, pupils not only learn about the world around them but develop disciplinary skills in all areas.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated



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learner.

'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which pupils can build their historical understanding. Early Years pupils will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

ELGs: Past and Present

Pupils at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Whilst all teaching involves teachers identifying and breaking down the components of the subject curriculum into manageable chunks for pupils to avoid cognitive overload, we understand that those with learning needs may need smaller 'steps' than those taken by other pupils.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

End points:

By the end of EYFS, pupils will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time. They will



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have been introduced to key historical events and significant people.

By the end of KS1: Previous learning will be built upon further as pupils develop a deeper awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory. They will recognise some ways in which historians know about the past and begin to use key historical vocabulary.

By the end of KS2, pupils will: Have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, consequence, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information referring to appropriate sources.

Enrichment

Our history curriculum is enriched through a range of activities including:

- Visits to museums and other historical sites, including local places of historical interest
- Class museums to showcase independent learning
- External visitors
- Links to education opportunities offered by a range of organizations e.g. the National Archives

Impact

At St. Joseph's pupils have a passion for history and are engaged in their learning. They are confident when speaking about history and can recall their learning over time using subject specific vocabulary.

Outcomes in history books show evidence of a broad and balanced history curriculum and demonstrate pupils' acquisition of identified key knowledge at an age-appropriate standard across year groups. Work is well presented.

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring pupils are supported and challenged appropriately.



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Further information is gathered through pupil interviews, book trawls and drop-in sessions by the coordinator. The coordinator highlights strengths, achievement and any improvements, knowledge and skills that still need to be embedded.