



History at St. Joseph's



At St. Joseph's we place a strong emphasis on providing a primary maths curriculum that is driven by faith, enrichment, equality and diversity, learning for life, and oracy. Our curriculum aims to enhance the educational experience of all pupils by providing opportunities for intellectual, social, and personal growth.

Intent

The intention of history teaching here at St Joseph's Catholic School is to develop a high-quality history education which inspires pupils to have a curiosity and fascination about the past and the impact it's had on today. Our aim is to stimulate the children's interest and understanding about the life of groups of people and individuals who lived in the past. They practice one of our core school divers, equality and diversity, in learning to value their own and other people's cultures in modern multi-cultural Britain. By considering how people lived in the past we hope that they are better able to make their own life choices today. Through investigating past events and learning knowledge about a range of periods, the children develop the skills of enquiry, analysis, interpretation and problem-solving. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History at St Joseph's is based on the view that the study comprises of four inter-related elements:

- a detailed knowledge of the past itself and its chronology.
- understanding of different versions of the past.
- the skills and techniques required for historical study of the sources left behind.
- be able to organise and communicate all the above in a variety of ways using age appropriate and challenging vocabulary.

Our history curriculums intent is in line the National Curriculum aims and objectives for key stage 1 and 2 history and ensures all content is covered in our long term plan for history.

Strengths:

- EYFS develops firm foundations which support the KS1 and KS2 curriculum.
- Same ambition for SEND as for Non-Send- children scaffolded and supported to keep up with peers
- Key knowledge is embedded- overlearning, revisiting, rehearsing can be seen in lessons.
- Geography lead and deputy head revisited curriculum DEC 2023 to ensure coverage was thorough and to promote opportunities for learning about current geographical affairs and global issues.
- Bespoke curriculum with a local area focus at every key stage.
- Links with STM geography lead to drive excellence in subject and support transition.

Implementation

At St Joseph's, the history curriculum was designed by experienced staff in line with the National Curriculum and following up to date, relevant advice. The implementation of the curriculum ensures all of our children make progress from EYFS to Year 6, through a variety of inclusive, engaging and challenging experiences and opportunities. The children are enriched through a range of experiences throughout their history learning journey with topics following the key themes of legacy and change, settlements and civilisation, power and empire and the locality.

At St Joseph's we deliver history skills, knowledge and vocabulary through a range of age-appropriate topics. We have developed an enriching, adaptable curriculum with opportunities for cross-curricular links that will enable our pupils to become immersed in the past of Britain and the wider-world. The curriculum is implemented focusing on both historical knowledge and skills progression and development with transferable skills they can take into life after St Joseph's.

Every year group has a historical topic per term. This topic can sometimes be a discrete topic, and other times will fit into a wider creative curriculum depending on its appropriateness. In these instances, the curriculum will have well thought out links to other subject topics in order to build interconnectedness throughout the curriculum. Each unit of work has an overarching question to drive an investigative approach to learning. For certain units of work, we have adapted the national scheme to the local circumstances of our school creating a bespoke curriculum for the children of St Joseph's. This means we make use of the local area and the past of people and events within it and encouraging fieldwork and the input of local sites and experts. We also map out the curriculum looking at not only the history of Britain, but of other areas around the globe too.

We begin teaching with the children's own personal history, moving on to the history of their parents and grandparents, Britain, and finally the wider world. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Alongside the declarative topic based knowledge, the children follow a progression of historical skills which are mapped out and taught in a child friendly approach documented in their 'I can statements.

Impact

At St Joseph's, the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. We aim for each child to be confident in all of the taught knowledge and skills. Our bespoke curriculum teaches them knowledge about the past and gives them the skills to dive deeper into this. Through their growing knowledge and understanding of significant people and historical periods and cultures, children will leave us with an appreciation of how the world we live in has been shaped and moulded. They will have a progressive understanding of historical vocabulary and key themes. Decisions about when to progress should always be based on the security of pupils' understanding, skills development and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through our ever-growing whole school Dive Deeper initiative. To support those pupils who may not be ready to move on, we have regular revisiting of 'sticky facts' from previous learning and also pre teach key vocabulary. This will help children consolidate their understanding, sometimes through additional intervention, before moving on. We intend on our curriculum enabling all children to be confident in using tier one vocabulary, most children to be confident in using tier two topic specific vocabulary, and some children to be gaining greater depth into their learning by using tier three vocabulary to talk historically about a topic.

Teachers measure the impact in history by carrying out formative assessment through AfL in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner. Teachers believe that all children can achieve in history and focus on whole class teaching. Where prerequisites are not secure, timely interventions will be carried out. We understand that catch-up does not often work, and as a consequence our interventions focus on pre teaching vocabulary and where appropriate supporting or adjusting the outcome of a task.

Development Priorities:

- Embed 'sticky facts/knowledge' into weekly lesson format.
- Embed more 'Dive Deeper' into daily marking and feedback.
- Use of tier1, 2 and 3 vocabulary.



History –Curriculum Coverage



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	Autumn	Spring	Summer
Reception	Me, my family, my home	Growth and new life Down on the farm Traditions	Seaside Growing and changing
Year 1	How am I making history?	How have toys changed since my grandparents were little?	What is a local hero?
Year 2	What lessons were learnt from the Great Fire of London?	How did we learn to travel?	Why do we remember Florence Nightingale and Mary Seacole?
Year 3	How hard was it for the Anglo Saxons to settle in Britain?	Would you prefer to live in the stone, bronze or iron age?	What is a monarch?
Year 4	What was everyday life like in Mayan civilisation?	Was Hadrian's wall the most important thing the Romans left behind?	Raiders or settlers? How should history really remember the Vikings?
Year 5	Who were Britain's greatest kings or queens? What was life like in Tudor England?	Why was the River Nile so important to the Ancient Egyptians? (Romans topic until Sept 24)	What legacy did the Ancient Greeks leave behind for us?
Year 6	What lessons were learnt from the devastation of World War II?		How did the industrial revolution impact Newcastle and Gateshead?

Use alongside progression of skills map for each year group.



What drives our History Curriculum?



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Faith in History

Our curriculum helps pupils to develop a deep understanding of their faith and how it informs their lives and interactions with others.

Throughout our history curriculum, we promote spirituality by encouraging children to ask Big Questions.

In lessons, we promote core values such as teamwork, cooperation and supportive partnerships.

The topic of faith is threaded through the historical periods we investigate as we offer our children the opportunities to appreciate all faiths and beliefs, past and present. Through our studies into English history we look at how Christianity began here and how it developed and grew. We also look at the faiths of other cultures and religions

Equality and Diversity

Our curriculum ensures that every student has access to a high-quality education regardless of their background or abilities. We reflect the diverse needs and interests of our pupils, providing a level playing field for all to succeed.

Our history curriculum is ambitious for all of our children. We aim for them to access a challenging, inspiring, investigative approach to learning about our past and the pasts of others. All children access this regardless of additional need, disadvantage or social circumstance. Where needed, children receive carefully planned intervention or scaffold so that they access the curriculum fully. In designing our history curriculum, we ensure the historical periods and themes studied represent cultural, ethnic and social diversity. Our I can statements aid tracking the progression of skills across year groups and ensure we can intervene when pupils need support and we can adjust the curriculum accordingly.

Enrichment in History

We believe that pupils should be challenged and inspired in their learning. Our curriculum offers a range of extra-curricular activities and opportunities for pupils to explore their passions and interests, fostering creativity and critical thinking.

Enrichment in history is centered around the varied experiences the children are offered through their curriculum. During their journey through school they have the experiences of handling artefacts, visiting local historical sights, attending residential and having carefully selected visitors come into school. This enables the children to fully immerse themselves in the past they are learning about and brings the curriculum to life. Giving the children these opportunities will help foster their creativity and help them thrive in their historical enquiries.

Learning for Life

We aim to prepare pupils for the challenges and opportunities of the future. Our curriculum provides pupils with the skills, knowledge, and attitudes needed to succeed in a rapidly changing world, fostering independence, creativity, and critical thinking.

The knowledge and skills children develop through our ambitious history curriculum ensure that they are fully equipped for the next stage of their education. Learning about the past enables our children to make well informed decisions about their future. It gives them an overview of how key themes in history impact societies all over the world and how this weaves its way through their own lives. It shows how the life and work of an individual can change and impact the future and instills the belief that each and every one of them have the power to do the same. The curriculum is planned to spark curiosity and engage the children in critical thinking by answering enquiry questions using the information left behind by past civilisations. In history, children are taught to discuss and debate issues with clarity, and listen to peoples points of view. T

Oracy in History

Our curriculum provides pupils with opportunities to develop their speaking, listening and eloquence to raise aspirations and prepare them for a lifetime of confident and effective communication.

Our history curriculum aims for children to learn to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Teachers skilfully plan opportunities to model oracy in history lessons and empower children to confidently take part in paired, group and whole class discussions. We plan opportunities for children to speak publicly and build their confidence so that they can articulately express opinions.