



Intent, Implementation and Impact Statement for History

At St Joseph's we believe history should inspire pupils' curiosity and equip them to **empathetically** ask perceptive questions, think critically, weigh evidence, sift arguments, and **confidently** develop perspective and judgement about the past. We provide an **aspirational**, high-quality and inclusive history education that will enable all pupils from EYFS to Year 6, regardless of their ability or background, to gain a coherent knowledge and understanding of Britain's past, that of the wider world and how that influences the present which in turn will then **inspire them through Faith, Hope and Love**.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
At St Joseph's we encourage children to develop their skills as historians and REACH in all they do. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model from EYFS upwards that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge. Our history lessons aim to ensure that all pupils: - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - Know and understand significant aspects of the history of the wider world developing empathy: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. - Understand historical concepts such as continuity and change, cause and consequence, similarity,	Our whole curriculum is shaped by our school vision which aims to enable all children to 'be the best they can be'. Our immersive and aspirational curriculum is supported by a clear skills and knowledge progression from EYFS and history will be built on and taught three times a year; except for EYFS where it will be woven into the children's learning of the 7 key areas especially 'understanding the world'. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at St Joseph's and do not just learn a series of facts about the past. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be resilient and able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to confidently argue for their point of view; skill that will help them in their adult life. Children will have knowledge organisers for each unit helping them to develop their disciplinary skills and teaching them the skills needed to be a geographer. They will consider their 'sticky knowledge' and use their knowledge organisers appropriately to enhance their learning. In order for the History subject area to be successful, the following will need to be implemented by the subject leader and other members of staff throughout the school:	By the time the children leave St Joseph's they should have developed: - A secure knowledge and understanding of people, events and contexts from the historical periods covered. - The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences. - The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. - The ability to confidently and empathetically think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry. - A passion for history and an enthusiastic engagement in learning, which develops their sense of empathy and curiosity about the past and their understanding of how and why people interpret the past in different ways. - A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements. - A desire to embrace challenging activities with high expectations, including opportunities to undertake high-quality research across a range of history topics. In addition, we measure the impact of our History curriculum through the following methods:

difference and significance, and use them to confidently make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Be resilient when understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by having the confidence to place their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	• An action plan, identifying targets and how to achieve them, in order to ensure the History curriculum is taught effectively throughout the school. The action plan will be a working document; being regularly reviewed and adapted where appropriate. • The promotion of an aspirational language rich History curriculum is essential to the successful acquisition of knowledge and understanding in History, therefore pupils will also learn key vocabulary that is age appropriate, relevant to their learning and is built upon as they move through EYFS, Key Stage 1 and 2. • To ensure high standards of teaching and learning in History, the curriculum will be progressive starting from EYFS throughout the whole school. Planning the History curriculum will be carried out in a collaborative way, with teaching staff ensuring planning is well sequenced, shows progression and covers the key skills and knowledge required, focusing on knowledge and skills stated in the National Curriculum and beyond. • To ensure all learners progress our teaching will be adaptive. This involves setting the same ambitious goals for all students, but providing different levels of support. This will be targeted depending on their ability, need (SEND, PP, FSM or EAL) and starting point. • History will be taught in a cross-curricular way where appropriate; encouraging pupils to confidently make links, and transfer and apply key skills to other areas of the curriculum and prepare them for life outside the primary classroom. • History will be monitored through regular book and planning looks, ensuring the relevant skills and knowledge are being taught, work is adapted effectively, a range of resources are	• Staff meetings to ensure pedagogy is the best it can be. • Monitoring of key points during the children's time at St Joseph's - EYFS -> KS1, KS1 -> KS2, Summer term Year 6 -> Secondary Ready. • Evidence of monitoring (book looks, pupil conferencing, learning walks) will be kept in a Subject Leader file and shared with Key Stakeholders as appropriate. • Evidence of wider cross- curricular evidence will be celebrated on class blogs/website/newsletter.
--	--	---

	used throughout lessons, a variety of teaching and learning strategies are used ensuring that there are high expectations in all year groups. • An audit of resources will be completed regularly, ensuring staff and pupils have access to a range of up to date resources, in order to support the teaching and learning of History. • The subject leader will also feedback to staff any new resources that become available that may enhance History lessons. These resources will maximise learning opportunities; ensuring key concepts are embedded. • Pupils will have opportunities to experience History outside the classroom on aspirational educational visits. Opportunities will be used to explore the local area, as well as the wider community and beyond, encouraging children to apply and develop their knowledge and skills in a practical way.	
--	---	--