



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 pupils 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>
<p>At St Joseph's we encourage children to develop their skills as historians and REACH in all they do.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model 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.</p> <p>Our history lessons aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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, 	<p>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 and history will be built on and taught three times a year. 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.</p> <p>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.</p>	<p>By the time the children leave St Joseph's they should have developed:</p> <ul style="list-style-type: none"> • 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.

<p>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.</p> <ul style="list-style-type: none">• 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.		
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