Shining in the Light of Christ to be the Best that we can be

At St Joseph's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs, enabling them to SHINE for life.

Curriculum statement for the teaching and learning of History.

<table>
<tr><td>INTENT</td><td colspan="3">It is the aim of St Joseph's Primary School to provide opportunities for all children to SHINE, to learn and to achieve, regardless of gender, ethnicity or ability.
Our History curriculum has been carefully designed so that children gain a well-rounded knowledge as they progress through our school. We understand the important role History plays in helping children understand the world they live in and gain skills they will need later in life; understanding how to be a good citizen, having aspirations for themselves and their peers, widening their horizons, and embracing change and diversity. Through our History curriculum we strive to pique our children's natural curiosities and encourage them question what the past was like. We provide opportunities for children to work collaboratively; share and discuss their ideas and thoughts about big historical events. Looking at lifestyles and choices of people from the past and celebrate being part of a global family…being part of history. They engage in role play and hot seating, immersing themselves in the lifestyles and troubles people faced, in order to help them gain understanding and compassion of our history. We use timelines to enable children to place historical periods and events in chronological order, to gain clarity on how historical events and leaders have shaped the world of today, and make decisions about the kind of future we want to live in.</td></tr>
<tr><td rowspan="2">Underpinned By</td><td>The teaching of skills</td><td>The application of skills</td><td>Vocabulary</td></tr>
<tr><td>Through our History curriculum, our children will develop skills:

• To explore the past, the people and events.
• To sequence and place on a timeline periods of history and change.
• To compare the past with now, looking at similarities and</td><td>Pupils of St Joseph's are given ample opportunities to apply their learning in discussions, role plays, whole school curriculum days, hot seating, written tasks and essays. We share our learning with other year groups and our parents through topic days, museums and galleries, plays and performances, as well as items we have designed and made.</td><td>Our pupils understand and use appropriate topic vocabulary, this is supported through the use of our working walls and teaching.</td></tr>
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	differences, as well as changes through time. • To learn about key people in our history and the influence they had. • To explore the lifestyles of different people from different period of the past.		

Implementation	**Our Curriculum** We take a whole school approach to our History curriculum, ensuring a full coverage for each child as they progress through our school. We have designed a 4 year curriculum to ensure no area of History is missed for any year group as the children move up through the school and eventually leave us. Our lessons are progressive and tailored to each year group's need and ability.	**Assessment** Our History learning is based around a big question, we start every new topic with a quiz that is repeated at the end of our topic, giving us a clear measure of learning. Our children finish their topic with an essay to answer their topic's big question, allowing them to pull together all of their new knowledge and learning into one final piece, celebrating their achievement.	**Trips** Where possible, we engage in trips out of school to support our History learning, this has included in the past, trips to the museum, to the canal and locks, to London to see the Houses of Parliament and to see Emmeline Pankhurst's statue. We find these trips invaluable in helping our children to understand, gain clarity and question their learning further. It gives them first-hand experience and connects them to the wider community.
	Resources to inspire and interest At St Joseph's we use a wide range of resources to engage and inspire. We have visitors to our school to talk and share with the children, allowing them an opportunity to ask direct questions to an expert. We use media: videos, pictures, sound bites and websites to help the children see and feel history. We look and touch real artefacts from the past, exploring how they work and were used in the past. We engage in theme days to experience historical life first hand, weaving it through our whole day, even in our lunches and playtimes. Where possible, we go on school trips to places that can further our learning and understanding.	**Role play** We regularly bring drama into our History lesson, we believe taking on a role of a person in history and acting as they would have, helps us to understand more deeply how someone may have felt and thought. We re-enact daily life, we hot seat people from the past – asking them questions so they answer in the role they are playing, we conduct conscious alley as a way of understanding the thoughts and feelings of people in history and we try to understand how life was different.	**British Values** Our lessons are planned and delivered to promote British values through developing understanding of other cultures and beliefs, treating people of all nationalities equally and nurturing tolerance for other people's customs and beliefs.

	The Big Question. Our history learning in all year groups is based around a big question. This question is always open ended to enable the children to fully answer it regardless of their ability and to allow our higher attaining pupils to go into greater depth in their explanations. Throughout their history learning, the children will be given all the tools, information and experiences they will need in order to answer their big question. At the end of their learning every child will write a multi paragraphed essay to answer their big question, pulling together everything they have learnt. They are supported in planning out their writing, sorting it into paragraphs and writing a well-structured essay.	**Compare** We don't just learn facts about the past, we constantly make comparisons with the world we live in now. We find similarities, things that are familiar to us and we sometimes have first-hand experience of. We also look for and challenge differences between now and then. We discuss how it is different, why it is different and how we got to how things are the way they are now. We look at the choices people in power made and whether we believe it was for the good of mankind, and if not, learn from the mistakes that have been made to help build an inclusive and accepting future.	**Whole School History Days** Each year we have a whole school History theme day where we focus on one period of time. We dress up, we re-enact, we hear stories, and we experience first-hand what life was like for people in the past. Previously, we have had a whole school Victorian day where we opened our Victorian school, with real Victorian lessons and rules, our playtimes were filled with classic Victorian games and lunch was a Victorian dinner. These theme days bring to life what we have learnt.

Im	The impact of our History curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book looks and taking pictures of children's practical learning.

	PUPIL VOICE • Discuss change that has happened over time • Explain what is similar or different between the past and now. • Talk about challenges and choices people made in the past. • Retell historical events.	**EVIDENCE IN KNOWLEDGE** • Retell historical events • Use timelines to plot history. • Name dates and times of different periods in history. • Have knowledge of important historical figures. • Know about local history and world history. • A written answer to the topic's big question.	**EVIDENCE IN SKILLS** • Be able to compare the past with now. • Talk about change • Find and present information in different ways. • To use drama to show life in the past. • To empathise with people from the past and be able to explain the challenges they may have faced. • To use timelines to order history.	**BREADTH AND DEPTH** Teachers plan a range of opportunities to develop knowledge of historical topics in practical and creative ways, using primary and secondary resources, artefacts, pictures, drama and media to inspire and inform.