

## History at St. John's C of E Primary School

To give all children at St John's the opportunity to investigate, understand and be inspired about the world around us. Children are encouraged to enquire and seek out new information about places around the world. Our learners investigate the globe using atlases, digital maps and a variety information sources to gain a sense of the variety of places, climates and civilisations that are in the world. Children record their findings effectively using map skills, classroom work and field work to support their learning journey. St John's children gain a clear sense of their local area and its position relative to their rest of the world.

To follow the **BOUNDARIES** given during lessons.

To be **RESILIENT** if I struggle first time.

To be **FOCUSED** on specific detail and information about the past.

To show **RESPECT** to the people of the past and for the artefacts I handle.

To **SELF-REGULATE** if things do not go to plan

To be **Independent** and use resources to find information.

**LOVE** for diving into the past to discover how we once lived.

**RESPECT** for how people lived in the past and the lessons we have learned in our lives today.

**COURAGE** to ask questions about the past to deepen our own understanding history and historical concepts.

# Intent, Implementation and Impact Statement

## Intent

St. John's Primary School's History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. St. John's Primary School's History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

Our history curriculum aims to introduce children to the following substantive concepts:

- power
- invasion
- settlement and migration
- empire
- civilisation
- religion
- trade
- achievements of humankind
- society and culture.



St John's Primary's History curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

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## Implementation

The National curriculum organises the History attainment targets under two strands and five sub-strands:

### Substantive knowledge strands

- Topic knowledge,
- Chronological awareness
- Substantive concepts

### Disciplinary Strands

- Historical enquiry
- Disciplinary concepts



St John's history curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the strands above. These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. We achieve this by using the Kapow primary history curriculum, adapted to fit the ethos of our school and the needs of our children.

Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The use of a timeline supports children in developing this chronological awareness.

Over the course of the curriculum, children develop their understanding of the following key disciplinary concepts: Change and continuity; Cause and consequence; Similarities and differences; Historical significance; Historical interpretations; Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use

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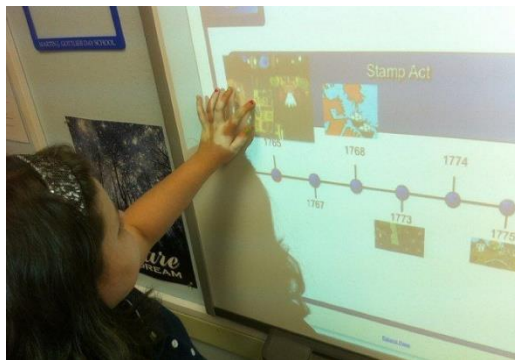
their own historical skill set. As children progress through the St. Johns history curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

The St. John's History curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions. Regular CPD for all staff is on offer and the subject lead works alongside HIAS to further develop leadership capacity.

History units are taught every other half term at St John's in conjunction with Geography the opposite half term. History is usually taught in the afternoon but there are times when it is also taught in the morning. History lessons consist of three units per year group, each comprising six one-hour lessons.





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## Impact

The impact of the history curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of the history curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the St. Johns Primary History Curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.