



St. Joseph's Catholic Primary School

History

September 2026

At St. Joseph's, we live love and learn by the example of Jesus.

Our curriculum intent

At St Joseph's, we aim for a high-quality history curriculum which helps to stimulate children's inquisitiveness, to know more about the past and ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim 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 want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also educational visits.

The National Curriculum for History

Aims

The national curriculum for history aims 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: 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, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives and analyses



- understand 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 placing 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.

Implementation

Throughout the key stages, children will develop their understanding of the following key disciplinary concepts:

Change and continuity, Cause and consequence, Similarities and differences, Historical significance, Historical interpretations and Sources of evidence.

In ensuring high standards of teaching and learning in history, we implement a spiral curriculum model where previous skills and knowledge are returned to and built upon.

History is taught as a half-termly topic, focusing on knowledge and skills stated in the

National Curriculum. As a Voice 21 school, we place oracy at the heart of history lessons.

Children develop confidence in speaking and listening by discussing historical evidence, asking thoughtful questions, justifying their opinions with evidence, and using historical vocabulary to deepen their understanding of the past. At St Joseph's, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day. They will be able to draw comparisons and make connections between different time periods and their own lives.

Programme of Study

EYFS

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Year 1 & 2 (KS1)

- changes within living memory. Looking at personal chronology and finding out about the past within living memory.



- Sequencing and investigating artefacts from the past and begin to pose questions.
- Focusing on explorers and what makes them significant, comparing exploration in the past and exploration today.
- Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.
- Comparing the monarch today with the monarchy in the past.
- significant historical events, people and places in their own locality.
- a local history study

Year 3 & 4 (Lower KS2)

- Chronological changes in Britain from the Stone Age, Iron Age and Bronze Age.
- The Roman Empire and its impact on Britain
- Ancient Egyptian – developing awareness of mummification, pyramids and how ancient Egyptians lived
- Children's lives- investigating the changes in children's lives through time
- Britain's settlement by Anglo-Saxons
- How did the Maya civilisation compare to the Anglo-Saxons?
- A local history study

Year 5 & 6 (Upper KS2)

- Tudor England – Comparing Henry VIII and Elizabeth I and the changing nature of the monarchy.
- Greeks – investigating the city states Athens and Sparta and the similarities and differences between them. Learn about Olympic games, architecture, art and theatre.
- Different societies – Vikings, were they raiders, traders or settlers?
- Census – investigating local history during Victorian period. Planning their own historical enquiry, researching a local family.
- Chronological knowledge beyond 1066 – How did World War II change British society
- Unheard histories – Investigating why historical figures are on banknotes.
- A local history study



Assessment and Recording

At St Joseph's we record our work in History books.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

We assess using 'Assessment questions and quizzes' before and after each topic is taught.

Teachers use adaptive teaching where children are provided with a variety of scaffolds to ensure progression throughout the subject. Through this, teachers can see children's level of understanding. Teachers also monitor the children's understanding by 'helicoptering' correcting any misconceptions straight away in the lesson and then by 'conferencing' in the next lesson any children who did not understand the learning question. Children also assess their own learning by self-marking and reflecting on their work.

Impact

At St Joseph's we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. The impact and measure of this is to ensure that children at St Joseph's are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Through this study, children will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Inclusion

All children are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability. At St Joseph's we aim to meet the needs of all our children by providing a variety of teaching and learning styles and adapted opportunities and scaffolds appropriate to the children. We do this through our adapted teaching ensuring children receive challenging and enriching opportunities at every level.

Monitoring

History is monitored through establishing a secure profile of the subject and ensuring that the resources are sufficient and appropriate. The Subject Leader will monitor books, planning and the teaching of history and ensures that progression of key historical skills throughout the school is effectively planned for. The Subject Leader will assist colleagues to identify key skills to be taught, within a particular unit, and how to assess this learning. The Subject Leader will



assist colleagues in the planning and delivering of lessons.

Resources

Existing, history resources are stored centrally in the Humanities Resource cupboard. We keep these in a central store. The library contains a good supply of history topic books to support children's individual research. Class teachers are encouraged to have a topic board and table for each of the history topics where work, books and other artefacts are displayed and easily accessible for children.

Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

Review Date: July 2027