



**St. Paul's
C.E. Primary School**
Together on life's great adventure

History Intent, Implementation and Impact

Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventures.'

"People without knowledge of their past history, origin, and culture is like a tree without roots."

- Marcus Garvey

History - Intent

At St Paul's we nurture curious, active and enthusiastic learners. Through an exciting and progressive history curriculum, which relevant, relatable and reflective, children are provided with opportunities to develop a holistic understanding of the past, understand the impact on modern life and reflect on events to create a better future for themselves and their communities. Through historical enquiry, learners are equipped with the skills to be problems solvers and critical thinkers, allowing them to consider different viewpoints and engage in debate. Our historians will be given a variety of experiences both in and out of the classroom to create memorable learning opportunities and enrich their understanding. Alongside facilitating the acquisition of historical skills and knowledge, we hope our learners develop a strong moral compass, enabling them to flourish on life's great adventure.

History - Implementation

Our history curriculum is carefully designed to provide a structured and progressive learning journey for pupils from Reception to Year 6. It is based on the Early years foundation stage (EYFS) Statutory Framework and National Curriculum for knowledge and understanding of the world and history which defines clear learning objectives and ensures a logical progression of skills and knowledge acquisition throughout the primary phase. Through the teaching and learning of the history curriculum pupils will have the opportunity to:

- Students will work towards an outcome of answering an enquiry using a variety of methods, through applying their historical skills and knowledge, to showcase learning.
- Immersion will be planned to give learners experiences of life in the past, allowing them to develop empathy for the people of a period and make comparisons to modern life.
- Analysis of primary and secondary sources to build an understanding of the period alongside developing key skills used by historians.
- Retrieval activities to make learning concrete and memorable.
- Children will follow key threads over time to make links and comparisons between periods of history and modern life.
- Use of timelines to understand chronology and the relationships between periods e.g. which periods are concurrent.
- Engaging activities, which provide opportunities for collaboration amongst peers.
- Opportunities for critical and creative thinking leading to debate, developing oracy skills and reflection.
- Content is bespoke and relevant to our learners aiming to overcome any potential barriers to learning.
- Children have access to knowledge organisers to assist with retrieval.
- Access to artefacts and sources to explore, develop questions about and make inferences from.
- Field trips and visitors in school, to enrich the learning experience.

- Subject specific vocabulary explicitly taught, revisited and applied in discussions and written outcomes.
- Working walls reflective of learning and aid retrieval.
- Children have access to high quality reading for pleasure texts both fiction and non-fiction, which link to historical topics being studied.
- Children have opportunities to showcase learning through creating mini museums, assemblies, creating podcasts etc.
- As a school, we mark key historical events such as Remembrance Day and Black History Month.

History - Impact

In doing this we hope, pupils develop a love of history, are able to demonstrate a rich understanding of the past and effectively use the skills and knowledge they have learned as they navigate their careers at St Pauls and beyond.

In addition, we hope:

- Pupils will retain and recall their learning over time.
- Pupils are confident and able to partake in historical discussions using subject specific vocabulary.
- Pupils are able to use evidence to aid historical enquiry and solve problems, while applying critical thinking skills.
- Pupils are keen investigators.
- Pupils develop a moral compass; understand the idea of actions, consequences, and the impact on them and their communities.