**IMPLEMENTATION**

The curriculum is designed to cover 4 main strands: chronological and historical understanding, historical interpretation historical enquiry and presentation and communication of knowledge and understanding.

There are planned opportunities for children to rehearse being a historian, developing their subject specific vocabulary and working independently through enquiry.

It is taught in a topic block with units that cover a range of historical periods, in chronological order where appropriate.

Where appropriate, topics are supported by a ‘Big Question’ or are taught through cross-curricular areas/links to make meaningful connections.

Learning is enriched with a range of experiences both in and out of the classroom to create memorable learning opportunities, including visits using the local area..

Children’s prior knowledge is assessed through Cold Tasks and what they have learnt withn the unit is assessed through Hot Tasks.

AfL can take place through questioning, marked written responses and child led discussion.

Misconceptions and gaps in prior learning are then addressed through the teaching sequence.

Opportunities are planned in to see, explore and question primary and secondary sources in a range of formats.

Objectives are underpinned by the progressive skills document.

Opportunities to read and write in a cross-curricular way are specifically planned in.

**INTENT**

To develop an appreciation for an understanding of the past.

To ensure that teaching is progressive and builds on prior learning, including the development history specific vocabulary.

To be able to raise historical questions and undertake enquires to explore these.

To be able to evaluate and present findings from historical enquiry.

To allow children to make meaningful connections between the past and the present, on a local and global scale.

At St. Joseph’s, we encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our Historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. We aim to nurture learners that can reflect on the past and make meaningful links to the present day, both on a local and global scale, motivating them to be curious and questioning in their historical enquiry. Through our progressive history curriculum, children will develop their skills, knowledge and vocabulary to become successful historians.

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Description automatically generatedLogo

Description automatically generated Being a Historian

at St. Joseph’s

**Impact- St. Joseph’s children will leave our school:**

With a passion and natural curiosity to discover more about the past.

Being able to confidently and enthusiastically talk about what they have learnt in History, using subject specific vocabulary.

Being able to raise a question and to have the necessary skills to explore, research and answer this.

Being able to evaluate, sometimes critically, the reliability of a range of sources.

Having a strong understanding of the concept of time and the ability to recall key historical periods chronologically.

Being aware that History is forever changing and evolving with new discoveries and a growing understanding of the world around us.