



History Curriculum Intent

School Mission Statement

We come together as St. Joseph's family

To learn, share our faith and do our best to follow in the footsteps of Jesus.

Whole school Curriculum Intent

Our curriculum is inspired by the words of Oscar Romero, '*Aspire not to have more, but to be more*'. We aim to provide a Catholic Christian education, based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life. We will provide an environment in which the dignity of each person as a child of God is recognised and developed; and promote the full potential of each child through our curriculum which develops spiritual, academic, social and emotional growth.

In designing our curriculum, we have provided opportunities for our children which are underpinned by three curriculum drivers;

- Communication and Language
- Understanding of the World
- Independence in thought and action

We celebrate a 'knowledge-engaged' approach to learning, ensuring essential aspects of subject knowledge are learnt, alongside life-long learning skills to enable children to become resilient and independent learners for the future.

Subject Intent

At St. Joseph's RC Academy we recognise the value that a high quality history curriculum can offer to our pupils.

All pupils are entitled to benefit from a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We encourage children to use a range of enquiry skills, encouraging children to become more independent in thought and action. Through an engaging curriculum we develop children's natural curiosity about past events, children are encouraged to think critically and creatively about the past and develop their own ideas.

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 with the use of fieldwork, immersive activities and educational visits which helps to stimulate children's curiosity to know more about the past. We want children to have the opportunity to explore the rich and diverse local history of Todmorden. We want to expand children's knowledge of the world, reflecting on how the past shapes the future, to spark their interest, as well as encouraging them to explore with fearlessness aspects of the past they have yet to discover.

Our history curriculum aims to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past. We believe that pupils of St Joseph's should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

National Curriculum Aims for History

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, analyse trends, 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.