



St. Joseph's Catholic Primary School & Pre-School

HISTORY

Intent

At St Joseph's, we want our children to develop a curiosity and interest in history so that they can make links and develop a secure understanding of the history of Britain and the wider world. Through our curriculum, the children will be able to see how history can shape our lives in today's world. Our children will deepen their knowledge of different time periods and different countries. The history curriculum encourages the children to analyse evidence and develop thinking about these different aspects. We take a progressive approach so that the children can understand the timeline of the different periods in history as well as identifying similarities and differences.

Implementation

History at St Joseph's, encompasses a precise range of time periods in history that provide our children with the cultural capital knowledge needed to be a good citizen. We ensure high expectations of all pupils through a range of learning approaches within lessons and through displaying core historical vocabulary within learning environments. History learning gives pupils core knowledge, helps them practise their skills as historians and supports them as they develop a deeper understanding of significant aspects of our world's history.

Impact

Pupils develop a secure knowledge of the key periods of British history as well as developing their knowledge of world history. They can make comparisons between different periods of history as well as identifying how world history affects the world today.

By the time pupils leave our school, they can recall key information about the different periods in British history and world history. Pupils understand 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.





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The Curriculum

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Myself and my Family (Now and as a baby)	Myself and my Family (Family trees)	Myself and my Family (Now and then)
Year 1	Toys	Travel & Transport	Kings & Queens
Year 2	Significant People	The Great Fire of London	History of the Seaside
Year 3	Stone Age to Iron Age	Romans	The Windrush
Year 4	Anglo-Saxons	Vikings	Ancient Greeks
Year 5	Tudors	The Egyptians	Benin (2025 – 2026 only – The Windrush)
Year 6	The Maya	Local History	WW2



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The Curriculum

EYFS

EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as **building important knowledge, this extends their familiarity with words that support understanding across domains.** Enriching and widening children's vocabulary will support later reading comprehension.

Year Group	Autumn Term	Spring Term	Summer Term
Pre-School	Make connections between the features of their family and other families	Notice differences between people.	Begin to make sense of their own life-story and family's history.
Reception	Talk about members of their immediate family and community.	Name and describe people who are familiar to them	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.



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The Curriculum

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (How toys have changed over time)	Events beyond living memory that are significant nationally or globally. (First car, flight, bicycle)	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Queen Elizabeth 11 & King Charles)
Year 2	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Florence Nightingale & Tim Peake)	Events beyond living memory that are significant nationally or globally. (The Great Fire of London)	Significant historical events, people and places in their own locality. (The history of the seaside specifically focusing on Southend-on-Sea).



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The Curriculum

KS2

Pupils should continue to **develop a chronologically secure knowledge and understanding of British, local and world history**, establishing clear narratives within and across the periods they study. They should note **connections, contrasts and trends over time** and develop the appropriate use of **historical terms**. They should regularly address and sometimes **devise historically valid questions** about change, cause, similarity and difference, and significance. They should construct **informed responses** that involve **thoughtful selection** and organisation of **relevant historical information**. They should understand **how our knowledge of the past is constructed from a range of sources**.

Year Group	Autumn Term	Spring Term	Summer Term
Year 3	Changes in Britain from the Stone Age to the Iron Age. (Stone Age – Iron Age)	The Roman Empire and its impact on Britain. (The Romans)	A significant turning point in British History. (The Windrush)
Year 4	Britain's settlement by Anglo-Saxons and Scots. (The Anglo-Saxons)	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (The Vikings)	A local history study. (The Normans) Or stick with the Ancient Greeks
Year 5	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (The Tudors)	A non-European society that provides contrasts with British history. (Benin)	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. (The Egyptians)
Year 6	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. (The Maya)	A local history study. (Train station in SWF)	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (WW2)

