



St. Patrick's Catholic Primary School

History

Intent, Implementation and Impact Statement

Intent.

At St. Patrick's we aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

Implementation

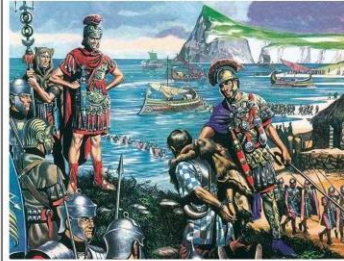
We teach the National Curriculum, supported by a clear skills and knowledge progression. Schemes of work produced by *The Historical Association*, a national body that supports schools in the teaching and learning of history, have been used in the formulation of our *Progression in Historical Knowledge* document (*Please see the separate attachment to view*). This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

The History curriculum does give schools some choice over the historical events, significant individuals from the past and civilisations to be covered throughout Key Stage 1 and 2. Decisions have been taken very carefully, based on what we feel is appropriate for the children of St. Patrick's and what has been of historical significance in our locality in the past.

It is important that the children develop progressive skills of a historian throughout their time at St. Patrick's. In History, pupils at St. Patrick's, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

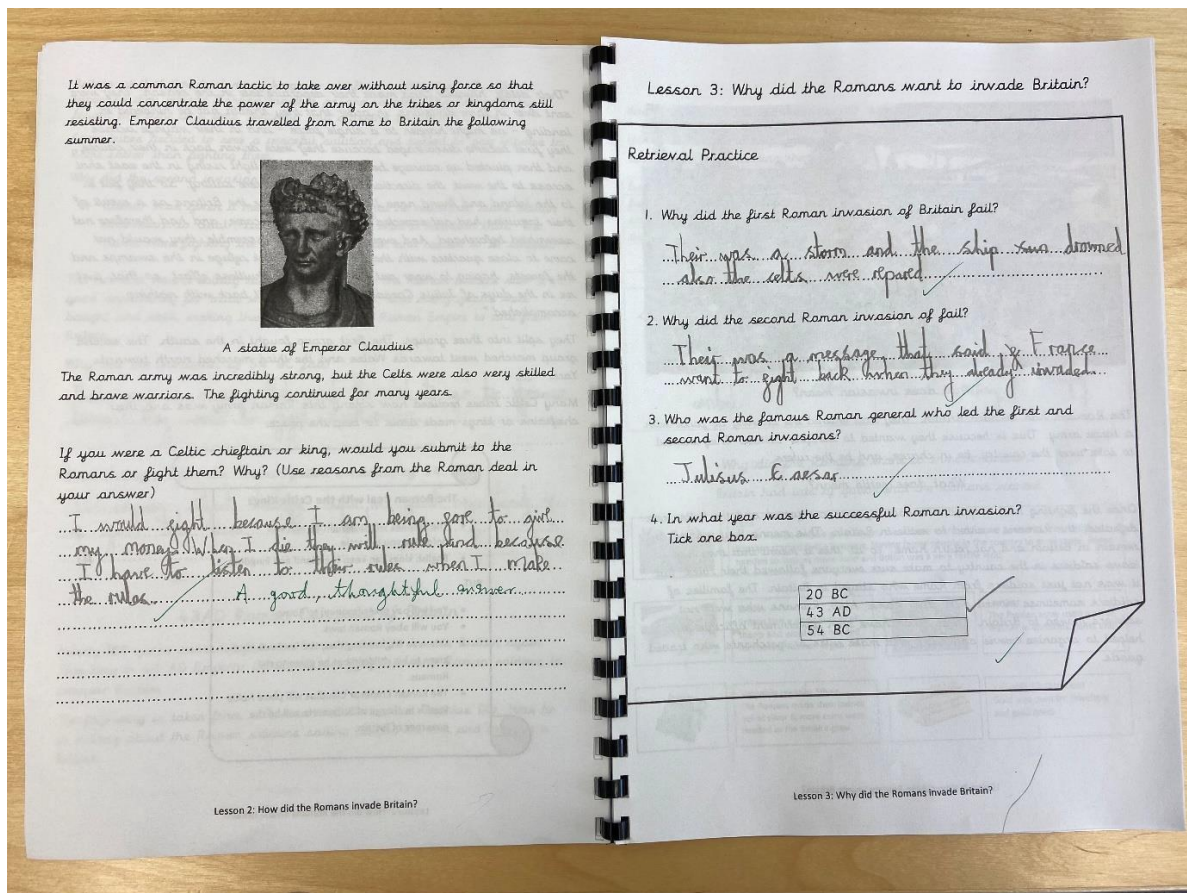
In order to make it clear to pupils what they should know by the end of the unit, 'Knowledge Organisers' have been created for each unit of study.

Roman Britain Knowledge Organiser	
Vocabulary	
Celts	People living in Iron Age Britain before the Romans invaded.
Romans	People that came from Rome. Modern day Italy.
Empire	The name used for the land controlled by the Romans.
emperor	The ruler of an empire.
Latin	The language that Romans spoke.
Britannia	The Roman word for Britain.
Gaul	The Roman word for France.
invade	Attack and enter a country by force using an army.
settle	Stay and live in the land that has been invaded.
legion	A large section of a Roman army made up of 5000 soldiers.
archaeologist	A person who learns about history by digging old things up found in the soil.
Hadrian's Wall	A wall built in Roman times in England to protect the empire.
Vindolanda Tablets	Roman messages written on wood discovered by archaeologists in the soil near Hadrian's Wall.
Famous People	
	Julius Caesar A Roman general who was in charge of the failed invasions of Britain.
	Emperor Claudius A Roman emperor who led the successful invasion of Britain.
	Emperor Hadrian A Roman emperor who ordered a wall to be built to protect the empire.
	Boudicca The queen of the Iceni tribe who led a revolt against the Romans.
Timeline	
55 BC	The first failed invasion of Britain. It was led by Julius Caesar.
54 BC	The second failed invasion of Britain. It was led by Julius Caesar.
0 AD	Jesus is born.
43 AD	Emperor Claudius leads the successful invasion of Britain. Romans begin stay in Britain.
60 AD	Boudicca leads a revolt to try and remove the Romans from Britain. Boudicca, her family and her people were badly treated by the Romans.
122 AD	Hadrian's Wall is built.
410 AD	The Romans leave Britain.



Lesson 8: What the Romans did for us?

These have been broken down in to 6 or 7 lessons, each framed by a key question. Each lesson contains key explanations and application tasks for children to demonstrate what they have learnt. Opportunities are given for children to write at length. Key skills of historical enquiry outlined above also form an integral part of within the lesson. This collection of lessons combines to become a spiral bound 'Pupil Booklet' which the children write in (see below for an example).



Our curriculum is taught on a two-year cycle (Year A and Year B) and within phases (Years 1/2, Years 3/4 and Years 5/6). Teaching throughout the school makes links in a cross-curricular fashion, to develop connections and enrich the learning experience. Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways.

Each unit of study ends with an 'essay' where children produce an extended piece of writing on what they have learnt. This is an important assessment indicator to teachers on whether children have met the expected standard in history within a topic.

Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more.

The school environment will be history rich through displays, resources and vocabulary.