

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

History

Learning for life, loving God

Ourselves and others.

Valuing all of His creation

Enable us to do our best.

Intent

At St Margaret Clitherow Catholic Primary School, we intend to develop children's knowledge and understanding of the world they are part of through a rich, engaging, and knowledge-led History curriculum. We aim to inspire pupils' curiosity about the past by exploring events, people, and civilisations that have had significance globally, nationally, and locally, within a carefully planned schema that supports the development of a coherent world view.

Rooted in our Catholic ethos and values, our History curriculum encourages children to reflect on themes such as justice, compassion, leadership, conflict, stewardship, and service to others. We want pupils to understand how the past has shaped the world today and to recognise their role within society as informed, respectful, and responsible citizens.

Whenever possible, we enable learning across a range of disciplines through meaningful cross-curricular links, helping children make connections between History and other areas of learning such as Geography, English, RE, Art, and Computing. This approach deepens understanding and enriches pupils' cultural capital.

The key historical skills of chronology and enquiry are central to developing children as historians. We teach pupils to investigate important questions about the sequence of events, weigh evidence carefully, consider cause and effect, and debate ideas in a reasoned and thoughtful manner. Through the analysis of sources and historical interpretations, children learn the importance of evidence-based understanding and critical thinking.

The focus of all our teaching is to build children's historical world view, foster enjoyment and curiosity in the subject, and support their development as confident, reflective historians who value the lessons of the past and understand their relevance to the present and future.

Implementation

How does the curriculum allow all children to achieve?

We ensure that all children, including those with Special Educational Needs and Disabilities (SEND) and those in receipt of pupil premium funding, are fully supported and able to access and succeed in History through appropriately adapted provision.

How is prior knowledge revisited?

In our Catholic primary school, prior historical knowledge is regularly revisited to strengthen pupils' understanding and support long-term memory. Teachers carefully build upon previous learning through the use of retrieval practice, timelines, key vocabulary, questioning, and meaningful links between historical periods and themes. Children are encouraged to compare past societies, significant individuals, and events with those previously studied, enabling them to deepen their chronological understanding and make connections across the curriculum. Revisiting prior knowledge also allows pupils to reflect on recurring themes such as justice, leadership, faith, conflict, and service, helping them to develop a richer understanding of history through the lens of our Catholic values and Gospel teachings. Through this cyclical approach, pupils become increasingly confident historians who can recall, apply, and build upon their learning over time.

How is assessment used effectively?

Assessment in History is used effectively in our Catholic primary school to ensure that all pupils make strong progress in both substantive knowledge and disciplinary skills. Teachers use a range of formative assessment strategies, including questioning, retrieval practice, discussions, quizzes, vocabulary checks, and analysis of pupils' written work, to identify understanding and address misconceptions promptly. Assessment is carefully linked to the key knowledge, concepts, and skills outlined within the curriculum, enabling teachers to monitor progression in chronology, historical enquiry, interpretation, and the use of evidence.

Summative assessments are used at the end of units to evaluate pupils' understanding of significant historical events, people, and themes, while also informing future planning and curriculum development. Opportunities for pupil reflection and self-assessment encourage children to think critically about their learning and develop confidence as historians. Rooted in our Catholic ethos, assessment also supports pupils in reflecting on themes such as justice, compassion, stewardship, and moral responsibility, helping them to make meaningful links between historical learning, Gospel values, and life in the modern world.

How is cultural capital developed through the curriculum?

At our Catholic primary school, the teaching of History plays a vital role in developing pupils' cultural capital by broadening their understanding of the world, their place within it, and the experiences of people throughout time. Through a carefully sequenced and knowledge-rich curriculum, children gain an appreciation of significant historical events, influential individuals, diverse civilisations, and the development of society locally, nationally, and globally.

Rooted in our Catholic ethos and Gospel values, History enables pupils to reflect on themes of justice, compassion, courage, sacrifice, stewardship, and human dignity. Children learn how faith has shaped communities and societies over time, whilst also developing respect and understanding for people from different cultures, backgrounds, and beliefs.

Our History curriculum provides opportunities for pupils to:

- Develop a secure chronological understanding of British and world history.
- Explore the achievements and contributions of significant individuals, including those who demonstrated faith, leadership, resilience, and service to others.
- Understand the diversity of cultures, societies, and experiences across different periods of history.
- Make meaningful links between past and present, helping them become informed and responsible citizens.
- Visit historical sites, museums, places of worship, and engage with artefacts and visitors to enrich first-hand experiences.
- Build the vocabulary, critical thinking, and enquiry skills necessary to interpret historical evidence and form balanced judgements.

Through these experiences, pupils develop the knowledge, confidence, and cultural awareness needed to participate fully in modern British society while understanding the importance of tolerance, respect, and the common good. Our History curriculum ensures that all children, regardless of background, are equipped with the cultural knowledge and experiences they need to flourish academically, spiritually, morally, socially, and culturally.

Impact

We measure our impact of our History curriculum through the following methods:

- Pupils develop a clear understanding of the significant trends and events that have shaped the history of Britain and the wider world.
- Children can confidently place historical events, periods, and civilisations within a secure chronological framework.
- Pupils become enthusiastic, curious, and reflective learners who enjoy exploring the past and asking meaningful historical questions.
- Children understand the importance of using reliable and informed evidence to support historical interpretations and conclusions.
- Pupils develop strong enquiry, discussion, and critical thinking skills through the analysis of historical sources and artefacts.
- Children recognise how historical events and decisions continue to influence modern society and their own lives today.
- Through the lens of Catholic values and Gospel teachings, pupils reflect on themes such as justice, compassion, leadership, conflict, and service to others.
- Pupils use their understanding of the past to inform their own behaviour, choices, and contributions as respectful and responsible members of society.
- Children leave primary school with the cultural knowledge, vocabulary, and confidence needed for future learning and active citizenship.