



St Joseph's History Curriculum

Curriculum Overview

Exploring the past, understanding change and learning from history

History at St Josephs

At St Joseph's, History helps children understand how people, places and societies have changed over time. Learning begins with children's own lives, families, school and local area before widening to significant periods in British and world history.

Our curriculum develops secure chronological knowledge alongside the skills pupils need to work as historians. Children ask questions, examine sources, compare accounts, explain cause and consequence and reach informed conclusions about the past.

Curriculum Intent

We aim to develop curious, knowledgeable and thoughtful historians. By the end of Year 6, pupils should have a chronologically secure understanding of the periods studied, recognise connections and contrasts, and communicate informed interpretations using historical evidence and vocabulary.

- Build chronological knowledge progressively from EYFS to Year 6.
- Develop knowledge of local, British and wider-world history alongside precise historical vocabulary.
- Help pupils understand Derby's rich history and its links to significant people, places, industry and national events.
- Enable pupils to question sources, consider different interpretations and explain the significance and legacy of the past.

The History Curriculum

The curriculum combines substantive knowledge about people, periods and events with disciplinary knowledge about how historians investigate and interpret the past. Five connected areas run through learning from EYFS to Year 6.

Curriculum area	What children learn
Chronology	Sequencing events, using dates and historical periods, understanding duration and recognising that events can happen concurrently.
Local history	The history of St Joseph's, Arboretum Park, Royal Crown Derby, Joseph Wright, Richard Arkwright, Rolls-Royce and Derby's industrial legacy.
British history	Change from the Stone Age to modern Britain, including Romans, Anglo-Saxons, Vikings, the Norman Conquest, Tudors, industrialisation and the Second World War.
Wider world history	Ancient Egypt, the Inca Empire, Ancient Greece, Benin and significant individuals and events with national or global importance.

Historical enquiry

Asking valid questions, using and evaluating sources, considering interpretations and communicating evidence-based conclusions.

Curriculum Implementation

History is organised through carefully sequenced topics and enquiry questions. Teachers identify the essential knowledge and vocabulary pupils need, connect new learning to prior periods and place people and events within a coherent chronological framework.

- Each unit begins with a historically valid enquiry question that gives learning a clear purpose.
- Stories, photographs, maps, artefacts, oral accounts, archive material, buildings and digital resources bring the past to life.
- Timelines and regular retrieval help children remember dates, sequence events and connect periods across the curriculum.
- Local studies help children understand the history and legacy of St Joseph's, Derby and Derbyshire.
- Disciplinary concepts are revisited so pupils become more confident in analysing cause, change, similarity, significance and interpretation.
- Children communicate their learning through discussion, writing, drama, diagrams, data and digital technology, selecting evidence to support conclusions.

Progression Through School

Phase	Main focus	Developing as a historian
EYFS	The recent past and personal history	Children talk about now and the past, sequence familiar events and explore change through their own lives, families, homes and community.
Key Stage 1	Time, change and significant people	Pupils place events in order, use everyday historical terms, study significant people and events, compare ways of life and use simple sources to answer questions.
Lower Key Stage 2	Ancient Britain and early civilisations	Pupils develop secure chronology through the Stone Age, Romans, Anglo-Saxons, Vikings, Ancient Egypt and the Norman Conquest. They explain causes, changes and significance using evidence.
Upper Key Stage 2	Connected histories and interpretation	Pupils connect local, British and world history through the Inca, industrialisation, Ancient Greece, Benin, Tudor exploration and the Second World War. They evaluate sources and justify interpretations.

Historical Enquiry and Sources

Across the curriculum, children learn that historical knowledge is constructed from evidence. They ask valid questions, examine a range of sources, consider reliability and viewpoint, organise information and communicate substantiated conclusions.

- EYFS children talk about familiar experiences, notice change, sequence events and use stories, objects and photographs to explore the past.

- Key Stage 1 pupils ask and answer questions, use stories, photographs, artefacts, oral accounts and buildings, and communicate ideas through talk, writing, drawing, drama and technology.
- Key Stage 2 pupils devise enquiries, select and evaluate sources, recognise that different versions of the past exist and construct informed, evidence-based responses.

Key Historical Enquiries

EYFS: How have we changed? Who is in my family? What can I remember?

Years 1 and 2: How has our school changed? What great nurses influenced nursing today? What did the Great Fire of London teach us? Who are the saviours of the sea?

Years 3 and 4: Were humans born to roam? How did the Romans change Britain? How does archaeology help us understand Ancient Egypt? Is the Viking reputation deserved? Who was the rightful king in 1066?

Years 5 and 6: Can we live without money? Was the Industrial Revolution worth it? How did Tudor exploration change the world? What did the Greeks do for us? Why do we have the Benin Bronzes? Who are the unsung heroes of the Second World War?

Curriculum Themes

Three golden threads connect History learning across the school and help pupils compare periods, societies and legacies.

Historical significance

Children consider what people, events and places are known for and why they remain important.

Power and social structure

Children investigate who held power, how society was organised and how different groups experienced life.

Lasting legacy

Children examine how the period studied influenced later events and how its legacy can still be seen today.

Curriculum Impact

By the end of Key Stage 2, children will have developed a chronologically secure body of historical knowledge. They will make connections across local, British and wider-world history, use historical vocabulary accurately and explain change, cause, consequence, similarity, difference and significance.

Pupils will also understand that accounts of the past can differ. They will use sources thoughtfully, recognise viewpoint and possible bias, select relevant evidence and communicate well-reasoned interpretations and conclusions.