DARWEN
ST JAMES









History

Nurturing ambition through a living faith in History at Darwen St James' is...

Nurture

At Darwen St James', we nurture every child's curiosity, confidence, and empathy by ensuring our history curriculum is supportive, engaging, and accessible to all.

- **Early Curiosity & Foundations:** In Early Years, rather than formal standalone history lessons, children are gently nurtured through daily exploration of the past and present—using stories, photographs, artefacts, and personal milestones to build natural curiosity and confidence in talking about time.
- **Safe Enquiry & Resilience:** Following **Kapow Primary's** supportive, enquiry-led approach, children are encouraged to ask big questions, examine historical sources, and form their own hypotheses in a safe environment where thoughtful reasoning is valued over simply having the "right" answer.
- **Bridging the Experience Gap:** Recognising that not all pupils have the same opportunities to visit museums, landmarks, or historical sites outside of school, we actively enrich their cultural capital through local Darwen heritage walks, educational visits, handling boxes, and Kapow's interactive visual resources—ensuring every child can connect with the past and thrive.

Ambition

At Darwen St James', we hold high ambitions for every child to become a curious, articulate, and critical historian—moving beyond simple fact-recall to genuinely understand how the past shapes our present.

- **Active, Purposeful Enquiry:** In line with **Kapow Primary's** knowledge-rich approach, history is never treated as passive memorisation or simple worksheet-filling. Across every year group, lessons are active, enquiry-led, and purposeful—prioritising deep thinking, rich historical vocabulary, and hands-on investigation of primary and secondary sources.
- **Driving High Standards:** To ensure strong historical understanding across the school, we follow a carefully sequenced, ambitious curriculum that deliberately builds substantive knowledge alongside disciplinary skills (such as chronology, cause and consequence, and historical significance) from EYFS to Year 6.
- **Independent Historians:** From Key Stage 1 onwards, children showcase their ambition during dedicated history lessons by asking perceptive questions, evaluating differing interpretations of the past, and constructing well-reasoned historical arguments—equipping them with the confidence and cultural capital to thrive in secondary school and beyond.

Faith

We have chosen five whole-school Christian values to live out through our actions and deeds: **Perseverance, Courage, Hope, Love, and Friendship**. In History, we explicitly teach our children that these values are not just modern ideals, but have shaped human choices, communities, and triumphs throughout time.

- **Woven Throughout the Year:** Rather than treating Christian values as a one-off lesson, they are woven dynamically across every unit of our **Kapow Primary** curriculum—from Nursery all the way to Year 6—and explicitly linked to our PSHE and RE learning.
- **Living Values Through Historical Enquiry:** Through studying significant individuals, local Darwen heritage, and diverse world civilisations, children see real-life examples of courage in the face of injustice, perseverance through hardship, and love and friendship within communities.
- **Respectful, Compassionate Historians:** This continuous reflection teaches pupils to approach the past with empathy, honesty, and respect—helping them understand how faith and moral choices have influenced history and inspiring them to become compassionate, responsible citizens today.

Citizens

Through high-quality, enquiry-led history teaching, we aim to equip pupils with the critical thinking, empathy, and cultural awareness they need to thrive as active, positive citizens in the modern world. To ensure our classrooms remain deeply focused and reflective, we foster a calm, distraction-free learning environment where pupils listen respectfully, debate thoughtfully, and value diverse perspectives.

- **Informed Participants in Society:** From evaluating historical sources and spotting bias to understanding democracy, migration, and social change through our **Kapow Primary** curriculum, we prepare children to make sense of current events and participate thoughtfully in modern society.
- **Stewards of Heritage & Environment:** Our children take real ownership of their historical learning and school environment—for example, Year 6 pupils go annually to pay respects at the local War Memorial. All pupils are encouraged to 'think like Historians' and identify how decisions of the past have influenced today and how we can learn from this, to develop into responsible, respectful citizens of tomorrow.

CIDARI
Blackburn Diocese Multi Academy Trust

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Curriculum Intent, Implementation & Impact Statement

Intent

We aim to provide a rich, purposeful history curriculum rooted in our Christian faith, our Vision and Mission, and our core values of **Hope, Courage, Love, Perseverance, and Friendship**.

- **Chronology & Connection:** Through a sequential study of key events, civilisations, and inspirational individuals, pupils understand their place in the world and relate past experiences to their own lives.
- **Historical Enquiry:** In a creative learning environment, children are excited by history and naturally develop the skills to question sources and form hypotheses during their time at Darwen St James.
- **Values & Local Community:** Our aspirational curriculum promotes a growth mindset and fosters a strong sense of belonging through dedicated local history studies across both key stages.
- **Future Citizens:** Ultimately, we equip our children to become thoughtful future citizens who feel connected to both their local heritage and the wider global community.

Implementation

Our history curriculum promotes high standards of teaching and learning, building skills and knowledge progressively from EYFS to Year 6. We adapt the knowledge-rich **Kapow Primary** scheme to suit our school environment and cohort. Teachers maintain strong subject knowledge through Kapow resources and ongoing CPD led by the History Subject Leader.

- **Early Years (EYFS):** Children explore the past and present through their own lives, families, and routines.
  - *Nursery:* Explores daily routines, celebrations, dinosaurs, and recent history via the 2's room 'weekend bear'.
  - *Pre-School:* Looks at personal timelines since birth, previous cohorts, how humans and animals grow, old and new transport, and past family holidays.
  - *Reception:* Builds an understanding of passing time through seasons, birthdays, and local, national, and international celebrations.
- **Key Stage 1:** Pupils progress from familiar objects to events beyond living memory. They learn to make observations, use sources to ask and answer questions, and consider why the world changes over time—leaving KS1 able to retell past events and discuss significant individuals using historical vocabulary.
- **Key Stage 2:** Pupils deepen their chronological understanding of British, local, and world history, making connections across different eras. They develop critical enquiry skills by evaluating a range of primary and secondary sources, recognising differing interpretations of the past, and constructing informed historical arguments using precise terminology.
- **Whole-School Inclusion:** Our curriculum is ambitious and accessible for all learners, including pupils with SEND and disadvantaged backgrounds. Lessons are thoughtfully adapted through scaffolding, visual aids, and varied recording methods to ensure every child can engage meaningfully with historical concepts and succeed.

Impact

The impact of our history curriculum is evaluated through ongoing teacher assessment, subject leader monitoring, and annual reporting to Governors—ensuring children leave Darwen St James with a secure, coherent understanding of the past.

- **Assessment & Progress:** At the end of each unit, teachers use an assessment lesson and professional judgement to record whether pupils are working below, at, or above the expected standard. This half-termly data directly informs future planning, differentiation, and targeted support.
- **Subject Monitoring:** The History Subject Leader maintains high standards throughout the year via:
  - Regular book looks and lesson observations/drop-ins
  - Pupil voice interviews to gauge engagement and knowledge retention
  - Termly analysis of assessment data
  - Ongoing staff CPD and curriculum support