

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust

Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

History Policy

Written by:	Date reviewed:	Approved by:	Date for next review:
R. Hamilton	September 2021		September 2022

Intent

At St. Joseph's, we believe that high quality history education 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, as well as their own identity and the challenges of their time.

We aim to ensure that all pupils:

- Know and understand the history of these islands are a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Also to know how that fits in to World history; for example, what was going on in other parts of the world during the Viking era?
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisation; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social; and between short-and long-term timescales.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Implementation

We use the National Curriculum with elements of Lancashire's scheme of work and assessment tools for history as the basis for our curriculum planning, and from this, we have tailored our long-term plan to our children ensuring that we cover and use our local resources to enhance the children's awareness of their own history and location.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other

subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis.

The class teacher writes an outline for each history lesson (short-term plans). These list the specific learning objectives of each lesson.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early years: History is taught in Nursery and Reception as an integral part of topic work through child-initiated and adult led activities in the EYFS 'Understanding of the World' section of the EYFS goals. The children are given opportunity to find out about the past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes significant contribution to developing a child's understanding of the world through activities such as looking at pictures or discovering the meaning of old and new in relation to their own lives.

Key Stage 1: During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from recent and more distant Britain and the wider world. They listen, respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2: During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about changes and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economical, technological and scientific, religious, cultural or aesthetic perspectives. They use different sources of information help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning: The school uses a variety of teaching and learning styles in history lessons. Our principal aims is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based learning activities.

We believe children best learn when:

- They have access to and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past

- They undertake fieldwork by interviewing family and older friends about the changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books research
- They use ICT to research and present work.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions

We recognise the fact that we have children of differing abilities in our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, which are differentiated by task, expected outcomes and/or support from peers or adults.

Resources

- With resourcing in school for all history topics being limited, we make brilliant use of the Lancashire Museum Loan Service to get specific artefacts for the units covered. The history subject leader orders for the whole year for all teachers to ensure the service is used. We do have some history topic boxes with some artefacts and books for units covered and these are kept centrally. The library contains a good supply of topic books and software to support children's individual research.

CPD

To ensure the subject leader is kept up to date with history curriculum and assessment requirements, relevant courses are provided and Lancashire advisors come in to school. The information gained from courses or advisor input, are then passed on to staff through staff meetings.

Impact

This is how we evaluate what knowledge and understanding the pupils have gained against the expectations for their year group. We want children to talk about history and what they have learnt with good knowledge and understanding, as well as showing good work in their books that they are proud of. We want them to want to ask more questions and make links about and between topics.

Assessments, monitoring and review

- Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. The teachers complete an assessment tracker at the end of each unit; detailing if the children are entering, developing or secure in that objective. We use this as a basis for assessing the progress of the child at the end of the year.
- Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the

history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.