



St. Patrick's Catholic Primary School

History Policy

Date	Review Date	Responsible Person
September 2021	September 2022	Mrs Philpot

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1. Curriculum Statement

Intent

At St Patrick's, our vision is that pupils leave our school with an enquiring mind: a mind which enables children to combine their knowledge of significant events and people from the past with analytical thinking, so that they can ask questions about the world they live in and how this will shape their futures.

We believe that learning about significant events and people in history are key to developing an enquiring and questioning mind. Children are exposed to a range of historical knowledge to encourage them to understand how the modern world has been shaped by a series of events, exploring what life was like for different people at different times. This aims to encourage children to understand, empathise and ask questions about the world they live in and the people we share it with.

History has always been held in high regard at St Patrick's RC Primary School. The local area's own rich history is a celebrated and inspiring feature of the school's curriculum. The history curriculum at St Patrick's draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St Patrick's is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at St Patrick's aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

Implementation

At St Patrick's, the teaching of history begins in EYFS following a topic based approach. In KS1, History is taught in blocks each term to embed knowledge and skills. In KS2, history is predominantly taught in the Autumn and Summer terms, however our curriculum is carefully planned to highlight the connections between history and geography (which is predominantly taught in the Spring term). This ensures that teaching and learning of both areas of study are contextualised, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each area of study have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Recall tasks are used to check existing knowledge at the beginning of each history topic; allowing opportunities for key knowledge to be reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Romans to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Indus Valley.

Cross curricular outcomes in history are specifically planned for. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of excavated local Roman villas, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. Our bespoke curriculum has been designed by the history and geography subject leads with the support of staff across the school to ensure that teaching equips pupils with the skills and knowledge required to become knowledgeable, analytical citizens. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in History/Geography and English books evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past and their local area. Through this study, pupils ask

perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Connections with our local area provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from.

2. Teaching and Learning

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in reception provide the foundation for those identified in the first phase).

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children already know through recall tasks which helps students make connections between what they already know and what they are about to learn. Where possible, displays around the school will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this.

Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work.

Teaching and learning in history is supported by a wealth of resources, including access to local museum loans and online resources. Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).
- Planned recall tasks that enable pupils to review and consolidate prior knowledge for each lesson
- Interviews with pupils by subject lead to assess pupils' recall of knowledge.

4. Planning and Resources

Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These are kept in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of history topic books to support children's individual research. In addition, each class has a personal collection of fiction and non-fiction texts matched to their area of study to enthuse learning. We also use local loan box schemes to hire artefacts to support specific units of study.

Where possible, class teachers are encouraged to have a display that showcases an area of history they study. Within these areas, books and other artefacts are displayed and made easily accessible for children.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Progression of Skills and Knowledge Map'. These are also explicitly outlined on each topic overview, which also states the key questions and vocabulary for the unit, how this learning is built upon prior knowledge and skills and the explicit links to the 2014 National Curriculum. Connections with other subject areas are carefully planned using these documents and throughout the year children have many opportunities for cross-curricular tasks.

5. Organisation

The history curriculum will be delivered as per the needs of each key stage. In EYFS, history is taught through topics and planned into continuous provision. As children move into KS1, history is taught in the first half of each term. In KS2 children are taught history predominantly in Autumn and Summer term, however carefully planned connections are made during the Spring term geography block to ensure that all programmes of study are contextualised and children are able to enhance their knowledge of history and develop related skills throughout the year. This model also promotes the children in being able to achieve a greater depth of understanding of each topic. The History 'Progression of Skills and Knowledge Map' documents the extent to which knowledge and skills are progressive.

6. EYFS

In Early Years, children begin to understand that significant events happened before they were born and that some of these events are still remembered and celebrated today. In line with the 'Understanding the World' area of learning outlined in the EYFS framework, they develop an understanding of past and present through a creative curriculum where, through activities such as listening to stories, speaking to visitors and role play opportunities, they begin to ask questions about

the lives of others. The key knowledge and skills in EYFS provide the foundation for learning, so children are ready for learning in Year 1. Children are assessed according to the statutory framework and EYFS check points.

7. KS1 and KS2

KS1 builds on the initial understanding of the past developed in EYFS. Children begin to build a bank of knowledge, historical vocabulary and phrases relating to the passing of time, so that they can discuss and ask simple questions about significant events and people from the past. Children begin to develop an awareness of chronological frameworks and start to sequence some areas of study. Age appropriate sources, visits and visitors, enhance and enthuse the children's understanding of what life was like for others in different parts of the world at different times. Children begin to notice some similarities and differences between their lives and the lives of others. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Moon Landing and the Great Fire of London.

Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1 children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys. In Y2, the key individuals will relate to the moon landing and subsequent space travel as well as Henry VIII and his wives.

As part of our study of **significant historical events, people and places in their own locality**, we will look at the life and explorations of Captain James Cook who was born in Marton and learned to sail at nearby Whitby. Children will also contrast experiences with significant figures elsewhere in the world, such as Robert Falcon Scott, the first British explorer to reach the South Pole and Sally Ride, the first American woman in space.

Throughout Key Stage 2, pupils continue to **develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study**. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become **secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms**. Children will **regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance**. Children will learn to **select, organise, review and present relevant historical information**. Children will begin to **understand how our knowledge of the past is constructed from a range of sources and that sources** need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

Lower Key Stage Two builds upon the knowledge and skills taught at Key Stage One and introduces a wider historical vocabulary for children to more accurately retell and discuss their

knowledge of the past. Children will deepen their understanding of the past by identifying and communicating reasons for significant events and the different ways these have impacted different people. Children will have a variety of opportunities to investigate sources, visit and speak to visitors, and will be equipped with the appropriate skills to ask and find simple answers to their own questions.

Upper Key Stage Two prepares children to leave St Patrick's with the ability to compare and contrast events in the past on a global scale. Children should leave with a strong understanding of how their lives have been shaped by local and world events as well as significant people. This deeper understanding of the past when used alongside a bank of research and questioning skills encourages children to make comparisons between the lives of different people in different places and times. Children will question sources and be able to communicate their own reasoning and ideas about the reliability of evidence to arrive at their own judgements and conclusions.

During this Key Stage, children are learning about Britain's rich historical past and how it has shaped the country we live in today. Using the rich history of our local area, children will learn about Thornaby's medieval history and its reference in the Domesday book. Children will also learn about the Roman Empire and its impact on our local area and Britain. We will study the impact of World War I and Thornaby's RAF base on the local community at the time, showing how several aspects of national history are reflected in the locality. Children will also study the British Empire's metamorphosis into the Commonwealth, exploring the political shift from colonisation to global community.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations, including The Romans. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will study civilisations in Ancient Sumer and the Indus Valley as part of their learning of a non-European society that contrasts with British history.

8. Equal Opportunities

At St Patrick's Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to places of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

10. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SLT).
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

11. Parents

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at St Patrick's.

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