



**CORPUS CHRISTI  
CATHOLIC SCHOOL**

# History Policy

---

September 2022

## MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:  
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI  
CATHOLIC SCHOOL

## POLICY STATEMENT:

Date	Review Date	Subject Leader	Nominated Governor
Sept 2022	Sept 2023	M Loh & K Smart	Jim Wood

“Learning History helps pupils develop curiosity in, and an understanding of, the past. Pupils learn about the recent past, the more distant past of other people, both famous and ordinary, and how their own role in their family and community has changed.” (QCA Guidelines)

## CURRICULUM AIMS AND OBJECTIVES:

### Aims

To ensure that all pupils:

- develop historical knowledge of the past in terms of events and people who shaped change.
- Develop skills in the areas of enquiry, investigation, analysis, evaluation and presentation.
- Where possible History should be fun and engage the children; the lessons should be varied and interesting.

## Objectives

- To ensure

The children should develop an understanding of society and their place in it, so that they develop a sense of their cultural heritage.

## LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

## ORGANISATION AND PLANNING

### Strategies

#### Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, history is developed through a topic based approach that teaches skills across a breadth of the curriculum.

History teaching is mainly whole class based and as cross curricular as possible. The focus of each lesson should be developing the children's skills of enquiry, investigation, analysis, evaluation and presentation. The links to the Literacy framework should be emphasized, particularly when looking at non-fiction and information writing. The

---

importance of role play and drama should not be underestimated. The older children should be given the chance to research and present their work collaboratively. The school subscribes to resources on Espresso and Twinkl that cover each unit there are also back up plans in hard copy on LCP resources. The use of off-site learning is a crucial resource and should be considered in each study unit. The London Grid for Learning is a key resource and updated regularly. The use of computing is a vital tool in delivering the History curriculum. The children should use computing to develop their skills in researching events of the past and presenting their work. They should be taught a healthy scepticism of using Wikipedia as a standalone research tool.

### **The Early Years Foundation Stage**

The children learn about the past through developing their knowledge and understanding of the world. They do this through topics that develop the skills of chronology and the vocabulary of time. The children will develop the skill of judging old and new in relation to their own lives.

### **At Key Stage One (Years 1 and 2)**

The curriculum will be delivered through a topic based approach. Each year group will decide the topics that best deliver the programme of study. In the KS21

- The fire of London.
- Florence Nightingale and Mary Seacole
- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.

### **At Key Stage Two (Years 3-6)**

In KS2 Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- 
- a local history study
  - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
  - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
  - Ancient Greece – a study of Greek life and achievements and their influence on the western world
  - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Every class studies and contributes to the school's Black History Month celebrations in October each year.

## REMOTE LEARNING

Teachers in each year group will together develop contingency plans to deliver the history curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

## DIFFERENTIATION

In all classes there are children of differing ability. We recognise this fact and 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:

- 
- setting common tasks that are open-ended and can have a variety of results;
  - providing a range of challenges through the provision of different resources;
  - utilising additional adults to support the work of individual children or small groups.
  - Class teachers will also highlight those children on the gifted and talented register and consult the co-ordinator to extend their learning.
  - The class teacher should liaise with the LSA to ensure that the children have access to specific historical vocabulary.

## ASSESSMENT FOR LEARNING

The coordinator will monitor the children's work in phase groups in the summer term, highlighting the coverage and delivery of the key skills.

When monitoring the planning we will be looking for coverage of the programme of study this should be noted down on the plans as a record of children's coverage of the curriculum.

## MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

---

## INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

---

In 2020 it is important that in our inclusive approach to History we recognise that History as a narrative often has a European perspective. We seek to offer the children an alternative view that in particular recognises the legacy of empire. We seek to make sure that the children experience an understanding of History that considers different perspectives of an event and reflects the multicultural society we live in and our local diversity.

## TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects
  - Curriculum
  - Teaching and learning
  - Planning
  - Differentiation
  - Assessment
  - Monitoring and Evaluation
  - Special Educational Needs
  - Academically More Able, Gifted and Talented Pupils
  - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## ROLES AND RESPONSIBILITY FOR THE POLICY

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;



- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Co-Headteachers and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

## Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
  - 'have good knowledge of the subject(s) and courses they teach;
  - have effective support for those teaching outside their main areas of expertise;
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
  - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
  - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
  - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
  - create an environment that allows the learner to focus on learning;
  - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
  - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)
- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;

- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning scrutinies and work trawls
  - discussions with pupils and members of the school council
  - annually report to the Governing Body on the success and development of this policy

### Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
  - Planning and auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
<b>Intent</b>	have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:	
	provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	

<b>Implementation</b>	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	
<b>Impact</b>	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:	
	'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:	
	ensure 'teachers create an environment that allows the learner to focus on learning' by:	
	ensure ' the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned	

	curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	ensure 'learners are ready for the next stage of education, employment or training' by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

## Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## Role of Pupils

---

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

### **LINKS TO OTHER POLICIES**

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation

- 
- English as an Additional Language (EAL)
  - Monitoring and Evaluation
  - Self-Evaluation and School Improvement
  - Special Educational Needs
  - Teaching and Learning

**Confirmation of policy:**

**Corpus Christi School**

Subject Lead: Mr M Calvey

Link Governor: Mrs Y Corinaldi

Date to be reviewed: September 2021