

St Cuthbert's Catholic Primary School

History Policy

Intent

At St Cuthbert's Catholic Primary School, our History curriculum aims to offer a high-quality history education that will help all pupils, including those with SEND needs, develop **confidence**, a passion for learning and gain a coherent knowledge and understanding of Britain's past and that of the wider world.

History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. Our intent, when teaching history, is to stimulate pupil's curiosity about the past, encourage respect for the past, and to develop children's knowledge, skills and understanding of why people interpret the past in different ways. We want interested and inquisitive learners of History. We follow the National Curriculum programmes of study for each year group, aiming to create the very best historians, well equipped to continue their studies in history as they move throughout their education. We challenge pupils to think, act and speak like those working in the field would, by developing a consistent approach across all year groups. Substantive knowledge and disciplinary knowledge are explicitly taught. By substantive knowledge we mean the people, events and developments from the past that children will learn about. By disciplinary knowledge, we mean all the various processes that children need to develop if they are to get better at a subject. This can both refer to a process of doing something (e.g. interpreting a source) but also a thought process in order to understand big concepts such as change, continuity and consequence.

High quality history teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum from EYFS to Year 6 and into KS3 and KS4. Our units are cohesive and sequential, accounting for prior knowledge and key skills for meaningful progression. We recognise it is fundamental that pupils develop chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristics of a particular period. Linking learning within and across key stages is essential to developing the bigger picture of history. In order to communicate their understanding, key historical terms are taught well and in context. The explicit teaching of the precise and subtly changing meanings of vocabulary linked to each topic has been developed over time with careful planning and revisiting allowing for long-term retention.

Historical concepts need to be rooted in the study of actual historical people, events, and development, which allows for the flow of the immediate narrative of learning and brings it to life and serves to build up an unseen and almost instinctive layer that forms our longer-term knowledge. It is this that underpins all future learning, giving us a chronological framework, historical terms and key concepts that enhance our learning across the curriculum.

The more you
know about the
past,
the better
prepared you are
for the future.

- Theodore Roosevelt

Implementation

The planning of each unit has been rooted in the four key concepts of: Chronology, Communicating History, Investigating the past and Thinking like a Historian. High quality input from experts and educational resources, including detailed CPD, complement the delivery of specialist learning, just as high-quality teaching responds to the needs of children. Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice. Our curriculum has been designed to ensure clear progression, in the acquisition of knowledge and for key skills, building on pupil's prior learning. The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Research around cognitive science is used to help children learn and remember more. Understanding is checked through spaced retrieval exercises. Throughout units of work teachers will make links and encourage children to connect past learning and historical knowledge and skills. Lessons are clearly linked to the threshold concepts of the National Curriculum and are planned in sequences that provide children with the opportunities to review, remember, deepen and apply their understanding. Formative assessments are used within lessons to gain understanding and shape teaching and learning. Wider opportunities are provided to enhance children's experiences both inside and outside the classroom.

Impact

When pupils leave our school, pupil will know more, remember more and understand more about History. Pupils develop knowledge of History over time and explore their own locality through local history topics. They investigate and interpret the past, recognising that our understanding of the past comes from an interpretation of the available evidence. They build an overview of world history with an appreciation of the characteristic features of the past and that these features are similar and different across time periods and for different sections of society. Pupils understand chronology, how to chart the passing of time and how some aspects of history happened at similar times in different places. They can communicate historically using historical vocabulary and techniques to convey information about the past.

Pupil dialogue and work in books shows a high standard of history being taught. Pupils are able to talk and are able to demonstrate their learning with historical language and vocabulary about a particular period. They can make links and connections to what they have been taught previously. Historical learning and enjoyment is visible. Pupils will have experienced a wide breadth of study and cultural capital, be able to think, reflect upon, write and debate about the past. They will have an in-depth, long-lasting knowledge of historical people and periods and be able to think like historians, ready for KS3 and the wider world.

Our Curriculum

Our curriculum covers the National Curriculum and is underpinned by the building blocks of History (Threshold Concepts) which are emphasised and reinforced in the history curriculum across our schools from KS1 to KS5.

1. Developing chronological understanding
2. Communicating History
3. Investigating the Past
4. Thinking like a Historian

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Conceptual (Golden) threads of History are woven through our curriculum to ensure consistency, add focus and promote purposeful learning.

Topics and units lay out **sequential components of learning** which builds knowledge both within a unit and as they progress through school.

Key Stage 1

Pupils are taught about:

- Changes within living memory: Toys through Time.
- Events beyond living memory that have a national significance: Great Fire of London
- The lives of significant individuals in the past who have contributed to national and international achievements: Women in History
- Some topics compare aspects of life in different periods: Women in History, Comparing Monarch.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils are taught about:

- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- Ancient Egypt- the achievements of the earliest civilizations
- 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 non-European society that provides contrasts with British history - Early Islamic Civilization,
- The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

For the aspect or theme of British History, we have selected to teach pupil about:

- The Changing Power of the Monarchy
- The Home Front
- Victorian Britain and the Industrial Revolution, including the development of the railways.

Local Context of School

To address the local context of St Cuthbert's Catholic Primary School, Stockton-on-Tees, our curriculum includes opportunities to make links to local history where we can.

Early Years

History in the Foundation Stage is taught under the umbrella of 'Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Curriculum Sequence

| | Autumn | Spring | Summer |
|---------------|--|---|---|
| EYFS | Me & My Community Exploring Autumn Once Upon a Time Sparkle & Shine | Starry Night Winter Wonderland Big Wide World Splash | Growing Sunshine & Seaside /We're Moving Shadows & Reflections |
| Year 1 | Toys in the Past | George Stephenson | |
| Year 2 | Comparing Monarchs | Great Fire of London | |
| Year 3 | Stone Age to Iron Age | Comparing Ancient Civilisations | |
| Year 4 | Roman Empire and its impact on Britain | Early Islamic Civilisations | |
| Year 5 | Anglo Saxon and Viking Britain (Local Link) | Home Front | |
| Year 6 | The Changing Power of the Monarchy | Victorian Britain & The Industrial Revolution | |

Each topic in Y1 - Y6 includes a knowledge retention/recap element so that we build on prior learning. Pupils take an assessed task in each unit which draws on their learning and vocabulary.

Assessment

Children's progress should be monitored through observations, children's work and half termly assessment pieces based on learning objectives taught. Assessments will be recorded on **Pupil Asset** at the end of each term.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

Equal Opportunities/Inclusion

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability (including gifted children), ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. History provides opportunities to draw on the different interests and experiences of pupils to raise awareness and value cultural and ethnic diversity.

The Role of the History Subject Leader is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- To monitor work in books through the school and gather samples of curriculum work, assessments and planning and to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Geography and distributing information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training.
- To complete history walkthrough's and pupil voice to help promote quality of learning and standards of achievement in history.

Reviewed: November 2023

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