



# History Policy

## Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

## Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

<b>Adopted by Governors</b>	
<b>Date</b>	<b>17.05.2022</b>
<b>Review Date</b>	<b>17.05.2024</b>

*(signed on hard copy)*

## POLICY INTENT

The Intent of our history curriculum at St Joseph's is to inspire and excite our children to learn about the past and current events, both in Britain and the wider world. We want them to be engaged critically, creatively and empathetically with the beliefs, struggles and achievements of societies, events and cultures. We strive to develop our children's awareness of chronology and connections between people over time. Throughout our teaching, children learn the skills of historical enquiry, and understand how our knowledge of the past is constructed from a range of sources. They should be able to describe and explain based on synthesised narratives, imaginative reconstruction and arguments based on evidence. We expect our children to recognise that history, whilst being a record of what happened and why, may be open to interpretation. As our children progress through each Key Stage, we want them to acquire coherent knowledge, and be amazed by significant people and events, thrilled by the excitement of exploration and invention, saddened by conflicts and uplifted by triumphs.

*"For inquire, please, of bygone ages, and consider what the fathers have searched out. For we are but of yesterday and know nothing, our days on earth are a shadow. Will they not teach you and tell you and utter words out of their understanding?" Job 8:8*

## AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

The national curriculum for History aims to ensure that all pupils:

- \*Know and understand the history of these islands as 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.
- \*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; 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, including written narratives and analyses.
- \*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.

## EYFS

Within 'Understanding the world', there is a new ELG entitled '**Past and Present**'. At St Joseph's, we use *Development Matters* (non-statutory curriculum guidance for EYFS, DfE, 2020) for examples of how to support this.

### Key Stages 1 and 2

\*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 history; and between short- and long-term timescales.

## IMPLEMENTATION OF THIS POLICY

### SUBJECT LEADER ROLE

The subject leader for History is **Mr Nick Roden**

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in-line with national expectations.

Subject leaders are the 'expert' in school and can offer support to staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of the subject both as a standalone and as part of the wider curriculum.

### CURRICULUM PROGRESSION THROUGH THE STAGES

## EYFS

Our children are taught to:

#### **a) Talk about members of their immediate family and community**

During dedicated talk time, we listen to what children say about their family; share information about our own family, giving children time to ask questions or make comments. We encourage children to share pictures of their family and listen to what they say about the pictures. We use examples from real life and from books, to show children how there are many different families.

#### **b) Name and describe people who are familiar to them**

We talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. We listen to what children say about their own experiences with people who are familiar to them.

#### **c) Comment on images of familiar situations in the past**

We present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. We show images of familiar situations in the past, such as homes, schools, and transport. We look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. We offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

#### **d) Compare and contrast characters from stories including figures from the past**

We frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. We feature fictional and non-fictional characters from a range of cultures and times

in storytelling, listen to what children say about them. We draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, we introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

## **Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

\* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

\*events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

\*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

\*significant historical events, people and places in their own locality.

## **Key Stage 2**

Pupils should 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.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

\*changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)

This could include:

\*late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

\*Bronze Age religion, technology and travel, for example, Stonehenge

\*Iron Age hill forts: tribal kingdoms, farming, art and culture

\*the Roman Empire and its impact on Britain Examples (non-statutory)

This could include:

\*Julius Caesar's attempted invasion in 55-54 BC

\* the Roman Empire by AD 42 and the power of its army

\*successful invasion by Claudius and conquest, including Hadrian's Wall

\*British resistance, for example, Boudica

\*'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

## RESOURCES USED

At St. Joseph's we use a variety of resources to aid our teaching of History We are members of the Historical Association whose aims are to further historical knowledge and understanding, through the promotion and dissemination of good practice in historical teaching and learning.

Although we aim to provide enriched learning experiences within our school, we feel that skills and knowledge are deepened through hands-on experiences, which can be provided by off-site visits. That is why we aim in each year group to have at least one off-site visit that links with a history topic. Additionally, we work in partnership with Lancashire museums to hire artefact boxes for each key stage to enhance our lessons.

## PLANNING AND SEQUENCING LEARNING

History is taught based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the skills and knowledge to be taught in each Key Stage.

St Joseph's engages all learning styles using a variety of resources including Early Years Outcomes, National Curriculum Statutory Guidance, a Skills and Knowledge based curriculum and opportunities for Outdoor Learning and enhancement opportunities - which support teaching of the curriculum.

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Joseph's, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in-depth study of the locality in Upper Key Stage 2. There is a strong emphasis within our curriculum on building knowledge and understanding of Chorley and the local area so that our children have understanding and aspiration for who they are, where they come from and what they are able to achieve.

At St. Joseph's, History is taught using our own bespoke planning. We follow a subject specific curriculum; each subject is taught in termly blocks to allow for greater depth and enquiry in learning.

We create medium term plans, which we adapt to suit the needs of each learner. Teachers work together to share ideas and expertise in the delivery of their half-termly topic, leading to exciting outcomes and increased opportunities for fieldwork. Teachers identify the key knowledge and skills for each topic and consideration is given to ensure progression across topics throughout key stage year groups so that prior knowledge is built upon across school.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting point. Consideration is given for how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

## EQUALITY

All pupils at St. Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender, SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil Premium funding well in order to reduce disadvantage. We provide a broad and balanced curriculum for all our pupils. We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

## ENRICHMENT AND MASTERY

We give our pupils opportunity to demonstrate mastery in a variety of ways. Educational visits are another opportunity for teachers to plan for additional learning outside the classroom.

We place great value on Learning Outside the Classroom. Therefore, all children are offered opportunities to study aspects of Chorley and historical significant points of interest in the local area. This includes Astley Hall, the memorial to the Chorley PALS and the Leeds-Liverpool canal and its historical use.

Children showing extensive aptitude or interest in History will be chosen to become subject ambassadors. They will be selected for appropriate enrichment throughout the year.

## EXPERIENCES THROUGH THE CURRICULUM

We make great use of the outdoors in delivering our History curriculum. At St. Joseph's our school grounds and local area are fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded into practice. Risk assessments are undertaken for all activities involving fieldwork or off site visits.

All children have regular opportunities to know and remember more about Chorley and the local area. Aspirational visitors from Chorley are invited in to sit on our 'Throne of Words' to be interviewed by the

children on their life stories. These have included Sir Lindsay Hoyle, Nelson Mandela's Bodyguard and anti-Apartheid activist – Chris Lubbe, members of the British armed forces and Parishioners who have past knowledge of the area.

Children are given regular opportunities to learn about historic events and people including people with disabilities, people who break a gender stereotype and people who have spoken out against injustice to break down barriers of race, gender and sexuality.

## HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class. Each class also send out half termly homework grids that have a variety of activities, including geography to complete. Children are then invited to share their homework with their teachers and friends.

## Parents

We are a family at St Joseph's, and we aim to have a good partnership with all our parents and guardians of our children as we strive for them to reach their full potential.

### **How you can help your child with history.**

1. Talk about your family. Look at photographs of grandparents, relations. Tell stories about what you remember doing when you were young. What did you play with? What games did you play? What was school like? Where did you go on holiday?
2. When out and about look at old and new buildings? What makes them old? How do you know?
3. Visit museums, castles, places of interest. Take photographs to create memories.
4. Get involved with the knowledge organisers. You are never too old to learn.
5. Visit the library to encourage research and learning about the past?
6. Speak to them about intolerance and injustice and the importance of speaking out against those who persecute others.
7. Websites such as History for kids- BBC  
History for kids- Funfacts [www.historyforkids.net](http://www.historyforkids.net)  
[www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk)

## Subject Ambassadors

At St Joseph's, we believe that our talents and passion should be celebrated. Therefore, children who show extensive aptitude or interest in history may be selected to become subject ambassadors and receive a special badge to acknowledge this and wear with pride. They will be selected for appropriate enrichment throughout the year and will be involved with the planning of whole school events related to the subject. For example: Remembrance Day service.

## MEASURING THE IMPACT OF OUR POLICY

### MONITORING, REVIEW AND EVALUATION

Our History curriculum is high quality, well thought out and planned to demonstrate progress. We focus on progression of knowledge and skills and discreet vocabulary progression also form a part of our work. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.
- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Target tracker data is analysed by the subject leader and appropriate action taken.

## RECORD KEEPING AND ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in Kagen groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, challenge questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Use of target tracker statements to plan specific and measurable learning objectives for each lesson.
- Termly update of Target Tracker steps based on the GD, WA, WT, BL criteria.

## STAFF DEVELOPMENT

Subject leaders have annual CPD in History through our links to the Yarrow Schools Teaching Alliance and this is shared with staff during staff meetings. Peer/instructional coaching and the Chorley schools cluster also provides a forum for discussion and development.

## GOVERNORS INVOLVEMENT

The link governor for this subject is **Mr Stuart Christie**

Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

## CONCLUSION

It is our aim that the History curriculum at St. Joseph's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within history and the impact that they, as people can have upon the world in which they live.