

# **St. Oswald's Catholic Primary School History Policy 2020/21**

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## **St. Oswald's Catholic Primary School**

### **History Policy – September 2020**

#### **Love Jesus, Love Learning, Love Each Other**

**As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.**

#### **INTENT**

At St Oswald's we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

At St Oswald's', we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

#### **IMPLEMENTATION**

In ensuring high standards of teaching and learning in history, we have implemented a curriculum that is progressive throughout the whole school. History is taught through a whole school rich text based curriculum, focusing on knowledge and skills following the National Curriculum. At St Oswald'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.

History is taught in blocks, in phases throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each phase across the school. By the end of year 6, children will have a chronological understanding

of British history from the Stone Age 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.

Cross-curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The texts used in English frequently provide a solid context for the teaching of history. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. In addition, staff plan through a rich text based literacy curriculum, however, teachers lesson design is not limited by this and is informed by national agencies, including the History Association, of which the school is a member. Consideration is given to 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. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. At St Oswald's we build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, they become increasingly confident in their growing ability to come to link and begin to compare historical events. At St Oswald's we maintain a high level of subject knowledge of history by training and professional development opportunities.

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**

Children's voice is used to further develop their history curriculum through questioning of children's views and attitudes to history support the children's enjoyment of history. If children are keeping up with the curriculum, they are deemed to be making good or better progress and this can be seen on Target Tracker, where class teachers input the band and statement the children are working on. We measure the impact of our curriculum through the following methods:

- Children enjoy and are enthusiastic about history in our school and are eager to talk about their history learning
- There is a clear progression of children's work and teachers' expectations in our school
- Children's work shows a range of topics and evidence of the curriculum coverage for all history topics
- Feedback, following our whole school Marking and Feedback policy, has a positive impact on the children, often with next step questions to push learning on

- Use of Target Tracker statements (year group specific and national curriculum linked) to identify achievement and next steps for all children. This is completed termly and monitored by History subject leader with feedback given to class teachers, SLT and Governors.
- Tracking of the bands that the children are achieving at the end of each term, monitored by History subject leader with feedback given to class teachers, SLT and Governors.
- Pupil discussions, discussion with class teachers, workbook monitoring highlight the positives and the areas to develop.
- Standards in history at the end of each key stage are good and issues arising are addressed effectively in school
- Our SLT and governors are kept up to date with developments in the way history is run in school and attainment and progress reports.

### **HISTORY FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19**

#### **Intent:**

- ✓ to use resources from the DFE, and our school curriculum to plan an effective history sequence for all of our pupils;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps;
- ✓ to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ To address the current need in terms of our history provision.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their learning.
- ✓ Establish links with history across all subject areas and seize opportunities to support pupils with further developing their sense and understanding of chronology.

#### **Implementation:**

- Teachers will use the DFE and other relevant resources to support them with their teaching. These contain consistent vocabulary and experiences for the children.
- In EYFS, assessments of understanding of the world will be built on and developed when pupils are back in school.
- CPD for staff on the effective use of Seesaw and how this can be used in the best way to promote knowledge and understanding of history.
- Staff to revisit time lines regularly to contextualise the learning in history lessons from previous year groups.
- Skills in history to be explored and specifically planned for and assessed using Target Tracker to support with provision for pupils.

#### **Impact:**

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;

- The vast majority of pupils will be performing mostly within age-related expectations;
- Seesaw illustrates the confidence pupils have to recall their learning at home.
- Pupils have a wide range of skills and can apply them to other aspects of history;
- The children are equipped with historical skills that can be applied in future year groups and onwards to high school.
- Any gaps identified in the historical timeline will be filled so that pupils understand then and now and they have a clear sense of the chronology of key significant events and periods in history.