

History Policy

St. Mary's Catholic Primary School

CURRICULUM AIMS

Our History curriculum aims to give pupils-

A lasting knowledge of:

- People, events, situations and developments
- Chronology and characteristic features
- A wide range of historical vocabulary

An ability to:

- Engage in historical enquiry
- Organise and communicate their knowledge and understanding effectively

A deep understanding of:

- Evidence (sources)
- Different interpretations
- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance

Through our teaching we aim to:

- Help pupils to develop a moral understanding of our past
- Inspire pupil's curiosity
- Motivate pupils to want to study the subject - nurturing a lifelong engagement with history.
- Give them a sense of identity

RATIONALE FOR OUR CURRICULUM DESIGN

The following areas were considered when designing our History curriculum:

- Planning reflects the heritage of Uxbridge and the cohort of our school with a strong emphasis on local history.
- The curriculum has an enquiry approach including the use of a range of artefacts and primary sources.
- British history topics follow a chronological approach.
- It is accessible to pupils of all backgrounds and abilities and enables them to make progress.
- Cross-curricular links are meaningful and are used to promote the study of history.
- Pupils have opportunities to develop their Basic Skills.
- The taught curriculum is enhanced by a range of enrichment opportunities - including visits and visitors every term (see our Curriculum Overviews for further details).
- Curriculum design reflects current research e.g. progression of knowledge and skills.
- Opportunities are identified to teach morality, respect and equal opportunities.
- There is a focus on pupils retaining key knowledge. There are recurring themes between the different topics – helping pupils to remember key knowledge taught.

- Diversity is embedded across the curriculum - celebrating the achievements of individuals from different genders and minority ethnic groups.
- Our vision and values are reflected in our History curriculum design e.g. all pupils are enabled to reach their full potential.
- A range of opportunities to develop second order concepts: cause and consequence, change and continuity, similarity and difference, significance, evidence and interpretations of events.

Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

- History NC programmes of study (Key Stages 1 and 2)
- Early adopter schools: EYFS framework (2020)

HOW IS HISTORY PLANNED?

Early Years Provision



Activities and experiences for pupils will be based on the areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'. All activities will adhere to the objectives set out in this framework. In particular, history-based activities will be used to develop pupils' knowledge and understanding of the 'Past and Present'.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Years 1 to 6 Provision

History is taught as a discrete subject although links are made with other subjects where possible (see our Curriculum Overviews). Our school uses the Rising Stars History long/medium term plans as a framework for breaking down the National Curriculum programmes of study into manageable chunks.

All teachers adapt this planning according to the needs of the pupils in their class, including those with SEND (see further information below). Planning is also adapted to consider the local context, particularly in the case of the local history studies in Years 2, 3 and 6. Pupils learning is enriched through visits, visitors, history walks and workshops inspiring pupils' curiosity to want to find out more about the past (see Curriculum Overviews for further details). There are also opportunities for flexibility in relation to teacher and pupil areas of interest, specialist knowledge and also in response to current events and anniversaries e.g. our recent school 125 year anniversary and VE Day 75.



TEACHING APPROACHES

- All topics start with a 'hook': This includes enquiry questions, visitors, visits, artefacts, photographs etc.
- Pupils are presented with Knowledge Organisers at the start of each topic – these are stuck in pupil books at the start of each unit. They include 'sticky knowledge' we want pupils to remember and understand, as well as lists of key unit vocabulary including definitions.

- All planning uses an enquiry approach starting with an enquiry question to investigate (see below). This includes using primary sources and artefacts to answer historical questions.
- Teachers plan one visit, or visitor, every term to consolidate and enhance learning.
- Teachers routinely recap on work covered to help pupils retain key knowledge. This includes the use of quizzes.
- All pupils complete 'Key Assessment Tasks' every topic (linked to NC expectations). This helps inform ongoing teacher assessments of attainment and progress.

OVERVIEW CURRICULUM CONTENT

Class	Autumn Term	Spring Term	Summer Term
Early Years	Past and Present (see more information above)		
Year 1	My Family History What was life like when our grandparents were children?	The Greatest Explorers Who were the greatest explorers?	Great Inventions – Transport How did the first flight change the world? Why were the Rainhill Trials important?
Year 2	Bonfire Night and the Great Fire London Should we celebrate Bonfire Night? Did the Great Fire make London a better or a worse place?	Holidays How have holidays changed over time?	Our Local Heroes Who are our local heroes?
Year 3	Stone Age What was new about the New Stone Age?	Bronze and Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Local History Why should we preserve our locality?
Year 4	Roman Britain What happened when the Romans came to Britain?	Ancient Egyptians How much did the Ancient Egyptians achieve?	Crime and Punishment How has crime and punishment changed over time?
Year 5	Journeys What makes people go on a journey?	The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	The Vikings Would the Vikings do anything for money?
Year 6	The Maya Civilisation Why should we remember the Maya?	Ancient Greeks What did the Greeks do for us?	The Impact of War Did WW1 or WW2 have the biggest impact on our locality?

MARKING, FEEDBACK ASSESSMENT AND REPORTING

Formative Assessment in History:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

- Is used by the Senior Management Team and teachers to: adapt the curriculum, target professional development, audit resources and to further develop progression of all pupils in all classes.

All pupils complete 'Key Assessment Tasks' every topic. This is usually at the end of a topic, but could be within, depending on the concept or skill that is being assessed. Teachers mark this work in-depth and use assessment criteria to award a level: Working Towards, Meeting or Exceeding.

Teachers use this assessment to record individual pupil progress on a half-termly tracking sheet. This information is then used to plan for gaps in knowledge. Each teacher then assesses whether a child is meeting the 'Expected' standard at the end of the year based on these ongoing records. End of year levels are recorded on our online assessment tracker.

Parents are invited to a Parent Consultation meeting every term and they receive an Annual Pupil Progress Report (including attainment and progress in History).

RESOURCES, CLASSROOM DISPLAYS AND TIMELINES



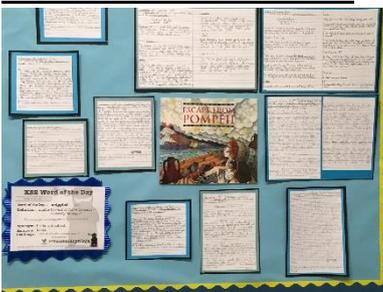
Our curriculum uses an enquiry approach, including the use of a range of primary sources. These sources include objects, documents and visuals. Pupils get the opportunity to investigate artefacts, first hand, through our local library heritage team who provide workshops and access to their photograph and document archives. We have audited the local area and planned one class visit or visitor, every term, to enhance learning.

Displays are used, in class, to showcase work and to develop pupil's knowledge and understanding. All classes will have at least one History display throughout the year. All displays should include pupil work as well as key vocabulary, questions and timelines. Events will be added to these timelines as they are taught. We have a whole school timeline displayed in our central corridor. This is used as a teaching tool to recap on previous events and to make links between different topics whilst developing a good understanding of chronology.



We make use of various online resources as a part of our corporate Historical Association membership and also websites such as the National Archives. Pupil knowledge and understanding is also widened through the use of drama groups, various workshops and talks from guest speakers (including local historians).

CROSS-CURRICULAR LINKS



Although History is taught as a discrete subject, meaningful links are made wherever possible. Core texts are used, each term, to introduce English work (we have made links with our History teaching) e.g. Egyptian Cinderella is used in Year 4. Our history planning includes links with other subjects - every topic. In history lessons there is also a focus on Basic Skills and links are made wherever possible. Pupils are taught to use technology to find/analyse different sources and as a tool for presenting their findings.

LINKS WITH THE COMMUNITY

We have developed the following links:

- Local Heritage Team including artefact workshops and access to the Uxbridge library archives and resources.
- Groundwork Trust: Project work has included making traditional bricks as a part of a heritage project, canal boat rides exploring the important role of the Uxbridge canal.
- Talks and workshops led by local historians.
- Links with our parish. Our parish priest (Fr. Nicholas) is a keen historian and author of many local history books.
- We invite family members into school to share their experiences - supporting diversity within the topics we teach.
- Links with parents: helping us to develop project boxes e.g. toys.



Embedding Diversity

Diversity is celebrated and embedded across a range of topics. We have mapped our curriculum to ensure that it reflects diversity including black, Asian and other minority groups (BAME) as well as the important role women have played.

Pupils share stories exploring a diverse range of people from the past. For example the Year 2 'Greatest Explorers' topic looks at the stories of Ibn Battuta and Sunita Williams. Similarly, local history studies (particularly the Local Heroes topic in Yr2) looks at significant people who have lived in Uxbridge from a diverse range of backgrounds. Our curriculum explores the diverse role of women within the societies studied and across social class.

Enrichment Experiences include Black History Month, Women's History Month and Remembrance Day. This includes women's contribution to the war effort. There is further work in Year 6 looking at the story of members of the Women's Auxiliary Air Force (WAAFs) at the Uxbridge RAF bunker. Includes a visit to the bunker and exhibition.

Subject Leader - Roles and Responsibilities

The History Lead is responsible for:

- Supporting staff in creating an effective learning environment
- Supporting teachers in planning lessons and providing enrichment opportunities
- Supporting the professional development needs of staff teaching History
- Evaluating pupil progress
- Action planning- setting targets and indicating how these can be achieved
- Leading moderation exercises with staff
- Establishing & monitoring assessment systems in school
- Liaising with History subject leaders from across our network of Catholic schools
- Arranging transition links with feeder secondary schools
- Keeping up-to-date with current research in history education and incorporating this into our CPD programme and curriculum development.

Differentiation and SEND Support

We recognise that our pupils have a variety of abilities, and we seek to provide suitable learning opportunities (for all pupils) by matching the challenge of the task to the ability of the child. We provide the following support:

- Use of visuals including writing frames, vocabulary prompts, sentence starters etc.
- Additional adult support including teaching assistants in each class.
- Differentiated and simplified activities and tasks.
- Extension and enrichment activities for the more able.

- Activities that offer a range of forms of communication of understanding and knowledge.

Monitoring and Evaluation

Pupils have a separate History book for recording their written work and key assessment tasks. Each teacher has a class iPad which can be used to take photographs of any learning that is not written work. The History Lead (also a member of the Senior Management Team) carries out monitoring, every term, according to the whole school monitoring schedule. This includes:

- Book Scrutiny (every term)
- Learning Walks - including lesson observations (annually)
- Pupil interviews

This policy was formulated by the Subject Leader and then shared and adapted by all teaching staff as a part of a Staff Meeting.

This document will be updated annually according to current research, government updates etc.