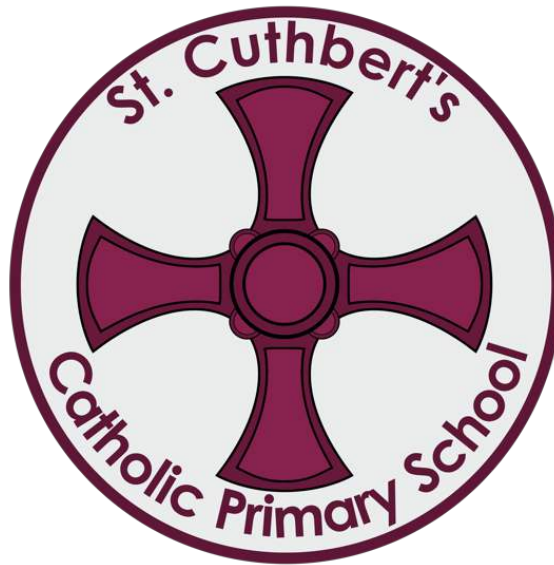


History Policy

St Cuthbert's Catholic Primary



Approved by:	Governing Body	Date: July 2022
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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of history:

- **Excellence:** history is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their history knowledge and skills to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through history.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in history.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

This policy outlines the teaching and learning of history at St Cuthbert's Catholic Primary School. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the History Co-ordinator and Head Teacher.

2. Vision

At St Cuthbert's we ensure that our children understand history is about real people who lived, and real events, which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. The children will be proud of where they live and understand their local heritage and how it relates to the national story. Staff are ambitious for all children and responsive to their learning to ensure a deep understanding. We link history to the world around us in creative and engaging ways so our pupils develop a historical curiosity about the world and can apply their knowledge and skills purposefully.

3. Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

(DfE 2015)

4. Aims & Intent

The National Curriculum for history aims to ensure that all pupils:

- should develop an awareness of the past, using common words and phrases relating to the passing of time.
- 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.
- should use a wide vocabulary of everyday historical terms.
- 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.
- should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At St Cuthbert's we also aim for our pupils to:

- have learned the knowledge and skills set out in the National Curriculum.
- leave us with a secure knowledge of the world around them through history
- have a confident and positive experience of history
- develop their use of historical language
- become independent learners and to work cooperatively with other

5. School Curriculum Intent

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:*

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- *literacy*
- *mathematics*
- *understanding the world*
- *expressive arts and design*

Within history, expectations are that a curriculum will adhere to these principles:

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Our EYFS curriculum is built around the [Statutory framework for the early years foundation stage](#) and is assessed using Early Learning Goals. It is taught as one of the specific areas of Understanding the world which states:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (DFE 2021)

5.2 National Curriculum for Y1 to Y6

History is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in History. Planning is chronological progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity.

It is taught through investigation and enquiry. Children develop an understanding of how history has had an impact on our lives today both locally, nationally and internationally. Whilst it is important for children to have facts, we wish to encourage independent and

critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. All history topics start with a question, that the children contribute to answering throughout the unit. Lessons are planned so that there is time for discussion and debate, fostering an environment of enquiry which enables children to revise and justify their opinions as well as encouraging children to ask as well as answer questions about history. We believe that history should be an interactive subject which strives to ignite a child's natural curiosity.

National Curriculum requirements for subject content at KS1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. 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.

5.3 National Curriculum requirements for subject content at KS2

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
- 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.

5.3 Inclusion

All history lessons are tailored to the needs of the children in the class. The whole class goes through the same content at the same pace but there is still plenty of opportunity for support and challenge as well as lessons differentiated if needed. All history lessons are inclusive for all children. We strive to increase the Cultural Capital for all children. We therefore try to include as many historical visits or invite visitors into school who can share their knowledge and increase their cultural capital and love for history.

Pupils' difficulties and misconceptions are identified immediately and draws on previous learning to consolidate knowledge and understanding. No child will be denied a full curriculum. We recognise that some SEND pupils may find some concepts more challenging and therefore support will be implemented to ensure the children make the most of the experience of history without other factors hindering their learning such as literacy skills

6. Implementation

History is a foundation subject in the National Curriculum alongside guidance from BCCET.. Our school uses the objectives from the curriculum as the basis for the planning in History. Planning is chronological progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity.

It is taught through investigation and enquiry. Children develop an understanding of how history has had an impact on our lives today both locally, nationally and internationally. Whilst it is important for children to have facts, we wish to encourage independent and critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. All history topics start with a question, that the children contribute to answering throughout the unit. Lessons are planned so that there is time for discussion and debate, fostering an environment of enquiry which enables children to revise and justify their opinions as well as encouraging children to ask as well as answer questions about history. We believe that history should be an interactive subject which strives to ignite a child's natural curiosity.

6.1 Sequences of Learning

Our sequence of learning is in line with National Curriculum expectations and our long term and medium-term plans are adapted according to the needs of the class.

- Long Term Planning maps out topics
- Medium Term Plans follow the sequence of learning from National Curriculum but are adapted according to priorities and the particular needs of the cohort

6.2 Timetabling

- All children are taught history weekly
- Recall of previous learning from lessons, topics and previous year groups used to consolidate knowledge and understanding.
- Pupils are taught and given opportunities to take part in field work opportunities to develop their enquiry and investigative skills.

6.3 Classroom Environment

- Classes have displays that reflect the current history unit of work and contain key vocabulary, a timeline and children's work.
- Classes have a range of accessible resources to support learning

6.4 History Lessons

- Each lesson focuses on one clear objective or small step which all children are expected to achieve.
- Lessons vary but can include elements of: enquiry, observations, deeper questioning, use of outdoor environment, opportunities to explore past events and the effect it has on their lives, and time to record findings and to write like a historian.
- Staff use what is happening in the wider world to embed concepts where relevant.

6.5 Staff Development

We are committed to the ongoing development of history.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We dedicate staff meeting time to review planning, resources and CPD.
- There will be one history observation per academic year based on the 5 strand approach.

7. Impact

Senior Leaders, history lead, teachers & teaching assistants are all responsible for monitoring the impact of the history curriculum to ensure pupils have a positive experience of history, and are accessing the history curriculum

7.1 Assessment and Recording

- Teachers assess children's work in history by making judgements against objectives at the end of topics.

- Concerns about pupil performance in history may be discussed with the next class teacher or picked up with home learning or intervention to help with misconceptions if necessary.
- At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report

7.2 Monitoring and Reviewing

- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes: Checking of planning by subject lead / SLT to ensure thorough and timely coverage, lesson observations, shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively, monitoring of assessment data and pupil voice
- The monitoring of the standards of children's work and of the quality of teaching is through monitoring planning, lessons and pupil voice in history which is the responsibility of the co-ordinator and Head Teacher.
- The work of the co-ordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school
- Pupils and staff also have opportunities informally and more formally to make suggestions e.g. questionnaires, resources audit and in curriculum staff meeting time.
- History governor, the co-ordinator will endeavor to communicate each term to discuss teaching and learning as well as development priorities. Co-ordinator will also contribute to the Head Teacher's report to governors termly on developments in history within our school.

8. Review

This policy links to

- National Curriculum
- PHSE / RSE Policy
- SEND Policy
- EYFS statutory framework (2021)

This policy will be reviewed annually by:

- History co-ordinator
- SLT
- Link governor or whole governing body

EXTERNAL VERIFICATION

In 2017 we were very proud to be the first school in the area to get the title of a Heritage school.

In 2020 Ofsted praised us.

“In history, pupils retain lots of details about the topics they have studied. Their history books are full of interesting facts and informative sources. Topics are brought to life through visits to places of interest, such as Durham Cathedral. Teachers make good use of the local area to help pupils understand their heritage.”