



“Together in faith, working as one”

History Policy

Core principles

At St Paul’s, our history curriculum will provide pupils with a coherent knowledge and understanding of Britain’s past and that of the wider world. It will inspire pupils’ curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will develop an understanding of 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.

Intent

We develop responsible, resilient, respectful pupils who value themselves, others and their learning.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their ‘journey’.

Our curriculum is **CLEAR**:-

- **Challenging** – lessons are stimulating and provide opportunities for children to ‘grapple’ with concepts, utilising opportunities for regular lesson enhancements.
- **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **Encouraging** – staff promote resilience through the development of a growth mindset and ‘the power of yet’.
- **Aspirational** – staff have high expectations and the children dare to take risks and dream.
- **Reflective** – children are encouraged to consider their role in making our world a better place. **‘LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY**
‘– (Pope Francis, *Laudato Si*)

Implementation

Teaching & Learning

History will be delivered for a minimum of 6 hours per term. Staff can choose whether to teach singular one-hour sessions or block teach as whole afternoons. Block teaching can be helpful when activities require a lot of resources and setting up. Each unit of work provides opportunities to use a range of resources and develop skills across the key stage, as outlined in our 'Mapping of Skills and Knowledge' document. This can be tracked on the 'History – Progression of Skills and Knowledge' document, where skills have been colour-coded to allow for easier tracking and monitoring.

Through these lessons, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

Planning

St. Paul's Catholic Primary School currently delivers a two-year cycle to allow for our mixed-age classes. Progression has been planned to be as sequential as possible, for pupils to be ready for the next stage in their learning.

The History Subject Leader is responsible for mapping the topics, skills and knowledge for the whole school. Planning should be annotated as appropriate and evidenced in planning files.

Assessment

Teachers complete an assessment of the pupils at the end of each unit. See attached assessment document.

Resources

An audit of current resources is carried out at the start of the summer term, allowing time for supplies for the following academic year to be ordered before the summer holidays. 'Project specific' resources are kept in the central location of the PPA room. The Schools' Library Service can also be used to obtain non-fiction projects and artefacts boxes.

Enrichment Opportunities

It is expected that each class goes on a 'history-related' trip each year. The Long-Term Plan suggests examples for this, which can be amended as appropriate. History is also a golden opportunity to enrich other subjects. For example, when studying Music, Art and Design or Geography the topics within these subjects show our world has changed drastically and how this has impacted lives of today. This means it is delivered 'in addition' to the curriculum diet that we offer for History, not 'in replacement' of such.

Links to our Curriculum Intent:

Challenging

Each lesson begins with a 'question hook' that can be explored and finally answered by the end of the session. Children can use their prior knowledge to formulate questions, confirm or link their reasoning to historical topics which have shaped our world today. As skills and knowledge are mapped out to allow for progression, opportunities to develop skills are provided, but this is extended each time to 'upskill' our pupils.

Language rich

Language is explored and defined throughout the units and teachers each have a 'Key Vocabulary' document which provides definitions historical terms. Further vocabulary is highlighted in lesson plans and discussed accordingly with pupils during the appropriate lessons. Key Vocabulary is provided to pupils prior to the start of new topics via our home/school communication leaflet, so that both pupils and parents have made connections with the topics before we begin. Pupils are expected to use the correct vocabulary during sessions and teachers and teaching assistants correct errors and model accurate terminology as much as possible.

Encouraging

Motivation can be seen as a limiting factor for our children. With this in mind we have carefully selected our topics which will motivate, engage and inspire our pupils to become curious, inquisitive young historians. All their research and produced work will be collected and celebrated through their individual history books and class/whole school displays.

Aspirational

Each topic adds to a clear chronological timeline, so that our pupils can develop and understand the concept of time periods and how each historical event has had an impact on the next. Through a rich study of various topics, children can apply their skills and learning to influence their own views.

Reflective

Our history topics provide opportunities for pupils to self-evaluate their progress, performance and learning. They need only to compare their work to that they have done previously and consider how they have done their best.

Pupils are reminded to consider how their new learning can help to make their school, community and world a better place.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by our pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids, and summative assessments aimed at targeting next steps in learning.

Links to KS1 from EYFS

History links directly to the 'The World' and 'People and Communities' Early Learning Goals. The Key Stage 1 Curriculum builds on the children's awareness of their own timeline when they discuss celebrations and family members. This ties in directly to the aspect of changes within living memory which KS1 then extends into changes beyond living memory. In the EYFS the children talk about people who are important to them. In KS1 this is extended to a discussion of significant individuals from history. The final KS1 aspect is about significant events in the children's own locality, building on the time they have spent discussing their local area in the Foundation Stage.

Appendices

Appendix 1: Whole school long term plan

Appendix 2: Map of skills and knowledge (KS1 & KS2)

Appendix 3: Progression of skills and knowledge – Cycle A

Appendix 4: Progression of skills and knowledge – Cycle B

Appendix 5: Why this topic? Why here?

Appendix 6: Key Vocabulary

Appendix 7: Example of Planning

Appendix 8: Assessment record sheet

Appendix 9: Resources