



History Policy

'Learning and growing together: inspired by the love of Jesus'

Our Mission Statement lies at the heart of all that we do and helps us to define our sense of direction and purpose.

Our curriculum is designed around what makes a Catholic school distinctive and reflects the key areas identified by The Bishop's Conference of England and Wales 2014. These include:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- The Education of All
- Moral Principles

Intent – How is the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?(Ofsted Handbook 2019)

The curriculum for history has been set in light of the requirements of the National Curriculum:

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

St. Aidan's Catholic Primary aims to **nurture** each unique individual on their life long journey. In History, children in Early Years will gain an understanding of life in the past and understand that the past is different from the present. Children in Key Stage 1 will gain an understanding of significant historical events in Britain and will learn about the lives of **significant individuals**. In Key Stage 2, children will learn about local, British and world history. The history curriculum at St. Aidan's School has been designed to celebrate and include significant people and events from the rich sources around us in the **local area**.

At St. Aidan's Catholic Primary School, we aim for a high-quality history curriculum that should inspire pupils' **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 been influenced by the wider world. Pupils will learn about changes within **living memory** and beyond living memory, about the lives of **significant people** of the past; know and understand significant aspects of history in the UK and the wider world. Children will be able to 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 through the use of expert visitors and educational visits.

The curriculum has been **planned** as a clear framework that guides teachers and children through weekly objectives that have been **sequenced** to ensure knowledge, skills and understanding are retained and remembered.

Implementation - Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise; Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.(Ofsted handbook 2019)

History Curriculum Planning

At St Aidan's Catholic Primary School we use the current National Curriculum as the basis for our curriculum planning in history. Our long-term and medium-term plans, give **details** of each area to be taught for each term or half term.

It is the History subject lead's responsibility to ensure children have the opportunity to build upon **prior learning**, which is taught and developed through the whole school progression map for history.

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*
- *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.*

EYFS

We encourage creative work within EYFS as this is a part of the Early Years curriculum. We look to introduce, practise and develop these skills by **teaching and modelling** and then encouraging children to apply these skills independently.

We enhance the **People and Communities Early Learning Goal** as a starting point for developing early knowledge, skills and understanding in history:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are

sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The range of experience encourages children to **make connections** between one area of learning and another and so extends their understanding.

We provide a **rich environment** in which we encourage and value creativity. We give them the opportunity to work independently, within small groups and alongside other adults.

Key Stage 1

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

Key Stage 2

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.

At St Aidan's, we know that effective teaching of this subject requires **expertise** and **knowledge** on the part of the teachers. We commit to engaging with training where available for all staff and for the subject leader to remain a point of help and advice. We also retain membership of The **Historical Association** as a further source of **external advice** and **expertise**.

We use **key facts** within each history topic to form the basis of the **planned programme** and use questioning and evidence within the history book to **check** childrens' understanding and deeper learning. We look to be persistent in asking children to **remember** what they have learned.

Feedback in the history book will be positive and formative in developing key skills, knowledge and understanding.

Impact - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Assessment and recording

The impact and measure of this, is to ensure that children at St. Aidan's Catholic Primary are equipped with historical skills and knowledge that will enable them to be **ready** for the curriculum at Key Stage 3 and for life as an **adult** in the wider world.

We want the children to have thoroughly **enjoyed** learning about history, therefore encouraging them to undertake new life experiences now and in the future.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of the topic **before** and **after** the unit is taught.
- Summative assessment of pupil discussions about their learning.
- **Interviewing** the pupils about their learning (pupil's voice).
- Through book **scrutinies** and **learning walks**.
- **Marking** of written work in books and how this **reflects** the planned programme **faithfully**.

We are moving towards a clearer picture of what age related and greater depth will look like in the primary phase.

Resources

We have a wide range of resources to support the teaching of history across the school which are stored in a central resource area.

Monitoring and review

Our history leader monitors this subject through scrutiny of books or examples of work for each year group, observing lessons/learning walks and through pupil voice feedback. This monitoring will reflect the 'deep dive' methodology applied to other subjects by senior leaders. It is also the responsibility of our history leader to support colleagues in the teaching of history where and when applicable.