




History Policy

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



"BE WHO
GOD MEANT
YOU TO BE
AND YOU
WILL SET THE
WORLD ON
FIRE!"

-St. Catherine of Siena

CONTEXT

The school's policy for History is based on the 2014 National Curriculum for Key Stages 1 and 2 and will include world, British and local history.

INTENT

History has always been held in high regard at St Paul's Catholic Primary School, with the local area's own rich history celebrated throughout the school. Our high-quality history education at St Paul's aims to inspire pupils' curiosity to know more and remember more over time. The curriculum develops pupil's abilities to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world and how our daily lives have changed over time. Through history, we will teach children 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 the time. Pupils should develop key skills including: asking perceptive questions; thinking critically; weighing up evidence; sifting arguments and developing perspective and judgment. The history curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St Paul's is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

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

IMPLEMENTATION

History is taught in blocks throughout the year, so that children achieve depth in their learning, by knowing more and remembering more over time. All year groups follow the History long term plan, which has been aligned with the national curriculum. The history subject lead has identified key topics that the children will cover from Year One to the end of their primary journey in Year Six. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group 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. Interconnected with this are studies of world history such as the ancient civilisations of Greece and the Mayans. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In planning and guiding children's activities, there will be a focus on the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching Time:

In both Key Stage one the time allocated to the teaching of history spans a two- year rolling programme to accommodate mixed-age classes. In Key stage Two the teaching of history spans a one-year programme. Both Key Stages will teach three history topics, each one of at least six weeks over the year. Teachers are provided with the long term plan that states what needs to be taught during the Autumn, Spring and Summer term. Teachers are given autonomy to plan their history topics within each long term. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history lead has put together a document with ideas of

trips and resources to use in the local area (Appendix 1). The history lead is actively expanding the range of artefacts that the school uses. Teachers are recommended to use the library service to order artefacts at least once a year. Teachers are also recommended to order books from Plymouth's Library Service.

History is also taught through assemblies, art, music and English. Teachers use a variety of teaching and learning techniques in history lessons.

At St Paul's we believe that it is vital that each subject is taught in its own right, combined with enquiry-based research activities. All history learning objectives are introduced with 'As a Historian'. We encourage children to ask as well as answer historical questions. Children engage in a wide variety of problem-solving activities. We recognise that there are children with different historical abilities in all classes and we provide suitable learning opportunities for all children. We achieve this by:

- providing low threshold, high ceiling opportunities that can be open-ended with a variety of possible responses;
- asking higher order questions that probe for deeper understanding;
- setting tasks with increasing depth of learning and challenges;
- providing resources of different complexity according to the conceptual understanding of the child;
- using additional adults to support the work of individual children and groups of children.

The contribution of history to teaching in other curriculum areas

English

History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening and provides opportunities for children to write for a purpose. Once a long term pupils will write a non-fiction piece of writing about their current history topic in their history books.

Maths

History contributes to the teaching of mathematics. We take the opportunity to teach the children chronology and data handling through history's links with maths e.g. through looking at historical graphs and charts. Knowledge of Roman numerals is taught and developed through links with maths.

Spiritual, Moral, Social and Cultural Education (SMSC) and Citizenship

History contributes significantly to these areas of learning as the subject matter lends itself to raising matters of citizenship and social welfare. Invasion and settlement for instance raises questions and debate and links to British values.

Links with outside agencies/providers

Each year group in Key stages 1 and 2 will participate in a school trip or visiting workshop relevant to their history theme (Appendix 1). These experiences will support and enhance children's learning in an active and engaging way.

Role of the Subject Leader

The Subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by Senior Leadership Team (SLT)
- To monitor planning and oversee the teaching of history
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
 - To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Monitoring and Evaluation

The history curriculum is monitored and evaluated yearly to ensure it meets the needs of the children at St Paul's and is fit for purpose. History leaders are responsible for monitoring progression in and development of historical skills across the school. They provide support for colleagues in the teaching and resourcing of history and are informed about current developments in the subject. **Leaders are members of the**

professional body; The History Association. History Leaders monitor history through assemblies, displays, interviews with children and history book evidence. Some lessons and activities may be observed during the monitoring process.

IMPACT:

Children's outcomes can be seen in learning journeys (Early Years), history books, photographic records and displays around the school. Regular quizzes at the start of the lesson are used to revisit knowledge, skills and concepts to aid long-term retention, as well as being a key assessment tool for the teacher to see progress and notice gaps in knowledge. Therefore, this enables children to know more and remember more over time. The History lead and governors talk to groups of children to establish whether key learning has been retained. Outcomes in history and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children also record what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Assessment

Assessment for learning is a continuous process throughout the planning, teaching and learning process. Key historical knowledge is taught to enable and promote the development of children's historical knowledge and enquiry skills. Assessment for learning will underpin teaching and learning in History. History attainment is reported to parents in the child's annual report. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

- At the start of the unit pupils will complete a mindmap (what I know already) and at the end of the unit the children will use a different pen and add the things they have learnt.

We recognise that there are children with different historical abilities in all classes and we provide suitable learning opportunities for all children. We achieve this by:

- providing low threshold, high ceiling opportunities that can be open-ended with a variety of possible responses;
- setting tasks with increasing depth of learning and challenges;
- providing resources of different complexity according to the conceptual understanding of the child;
- using additional adults to support the work of individual children and groups of children.

Equal Opportunities

At St Paul's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

We recognise that there are children with different historical abilities in all classes and we provide suitable learning opportunities for all children. We achieve this by:

- providing low threshold, high ceiling opportunities that can be open-ended with a variety of possible responses;
- setting tasks with increasing depth of learning and challenges;
- providing resources of different complexity according to the conceptual understanding of the child;
- using additional adults to support the work of individual children and groups of children.

Policy written: September 2021 Joshua Caves

Policy agreed by SLT: October 2021 Dawn Potterton

Policy shared with Teaching Team: Joshua Caves November 2021

Policy Review date: September 2022

Appendix 1

St Paul's Catholic Primary School

Subject: History

Leader: Joshua Caves

History trips and using the local area 2021-2022

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



The intent of our History Curriculum at St Paul's

Our high-quality History education at St Paul's aims to inspire pupils' curiosity to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighing up evidence, sifting arguments and developing perspective and judgement.

The aims for implementation of our curriculum for History at St Paul's

To ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of 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 and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts 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-term and long-term timescales.

Year Group	History topic	Trip ideas
Year One/Year Two	What was Plymouth like in the past?	Children to explore Plymouth city centre and take pictures of what it is like now. For example, Drake circus, the train station and

		the church on the roundabout. CT then can use these to compare older images of Plymouth.
Year One/Year Two	What toys did our grandparents play with?	The Box: https://www.theboxplymouth.com/school-visits/toys-ste-a-m
Year Three	What changes occurred between the Stone Age and the Iron Age?	Kents Cavern https://www.kents-cavern.co.uk/
Year Three	What was life like in Ancient Egypt?	The Box https://www.theboxplymouth.com/school-visits/ancient-egypt
Year Three	Who were the Anglo-Saxons?	Using the website below to show the children where the names of Plymouth local areas came from: https://www.oldplymouth.uk/Anglo%20Saxon%20Plymouth.htm
Year Four	How did England change under the Tudors?	The Box https://www.theboxplymouth.com/school-visits/tudor-and-elizabethan-plymouth-a-port-of-discovery
Year Four	What impact did the Romans have on Britain?	Children to create shields and and swords. React the battle of the Romans on the school field using the children's resources.
Year Five	What was life like for children in Victorian	Go back in time and learn about life as a

	Britain?	Victorian child. https://swheritage.org.uk/schools/workshops/victorian-childhood/
Year Five	Where were the Viking raids and invasions?	Order the loan box from The box and explore the artefacts outside in the school grounds. https://www.theboxplymouth.com/schools/loan-boxes/explore-viking-and-saxon-britain
Year Five	How do we use Greek ideas today?	Order the loan box from The box and explore the artefacts outside in the school grounds. https://www.theboxplymouth.com/schools/loan-boxes/explore-ancient-greece
Year Six	Who are the heroes in British history?	
Year Six	Who were the Maya and what was their life like?	
Year Six	What impact did World War II have on life in Britain?	The Box https://www.theboxplymouth.com/schools/school-visits/world-war-ii-and-the-blitz-in-plymouth