



Saint Thomas More Catholic Primary School

History Policy

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| Consulted with staff | |
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| Signature of Chair of Governors | |
| Signature of Headteacher | |

St Thomas More Catholic Primary School

History Policy

Introduction

Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

Intent

We believe that the teaching and learning of history is essential to the development of a child's understanding of Britain's past and that of the wider world. We encourage children to develop a keen appreciation for the world that has gone before them through inspiring their curiosity and stimulating their interest. Teaching should equip children 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. We believe that giving children the opportunity to explore and research the actions of historical people and events enriches the development of their own ideas, beliefs and values.

Our local history is a celebrated and inspiring feature of the history curriculum. For example, the children in Year 5 complete an in-depth study of the history of Coventry through the 20th Century, including how the city was affected by the Blitz to the post-war boom to the impact of the 1980's recession. The history curriculum makes full use of our local resources including opportunities for trips to Aston Hall, Kenilworth Castle and Lunt Fort, as well as visits and workshops from local museums. Class teachers also work alongside other organisations, such as Warwick University, to create additional opportunities for children to learn. These trips, visits and workshops encourage links to cultural capital by providing pupils with a wide range of opportunities and experiences.

Structure

Our history curriculum is designed to teach the knowledge, skills and understanding set out in the National Curriculum through a programme of study, which is mapped out in the long-term plan (accessible on the S Drive). The long-term plan is designed as part of a Theme curriculum, allowing for appropriate cross-curricular links to be made with geography, as well as other core and foundation subjects. The intention of the long-term plan is to provide an overview of topics in order to avoid any repetition of content and to ensure progression of both historical knowledge and skills. Topics are chosen to allow children to compare

different trends across a range of historical periods. Alongside the long-term plan, a whole school progression of history skills is created to support medium term planning. All planning resources can be found on the S Drive.

All history is taught through an enquiry approach, which incorporates an equal balance between historical knowledge and skills. Each history unit begins with an enquiry question, which is open-ended and challenges children in their thinking. The questions are intriguing and captivating for the children, so as to inspire their curiosity and interest in history. The unit's sequence of lessons is designed to explore various sub-themes within this area of history, of which children will need to consider when answering the question. During the final lesson, children create their own answer to the enquiry question, using their historical knowledge and skills from the unit. This may be in the form of drawing, forming an opinion, persuasive writing, information writing, etc.

In Key Stage 1, the history curriculum focuses upon a person, event and change in each yearly cycle. Key Stage 1 also study how two historical places have changed within our locality (Kenilworth and Warwick Castle). The units are selected to give children the opportunity to study and compare different periods of history. The themes are often of interest for the children, such as pirates or space, and so they quickly become engaged in investigating the unit's enquiry question.

In Key Stage 2, the children begin to compare different historical periods and develop a greater sense of chronology. The history units are taught in a broad chronological order so that children can understand how life changed from one period of history to the next. In addition, most of the year groups each study a unit that focuses on ancient world history, allowing the children to compare trends and aspects of history. The exception to this is Year 5, whom instead focus upon a modern period of history. In Year 6, the children utilise their accumulated knowledge of chronological history to compare more specific themes in greater detail, such as crime and punishment.

We ensure that children investigate areas of history in detail to avoid stereotyping the past. For example, Key Stage 1 learn about Florence Nightingale and Mary Seacole with equal weight and consider if they deserve the same recognition. Key Stage 1 also study the importance of Katherine Johnson's role in space history and discuss if she is as important to remember as some of the more iconic astronauts.

It is imperative that children develop both their knowledge and skills in order to become well-rounded historians. A whole school progression of history skills is created to ensure that children can develop and build on these skills with greater ability, knowledge and independence. The progression of history skills is centred around 4 key skills strands: chronological understanding; range and depth of historical knowledge of events, people and changes; interpretations of history; and historical enquiry. It is expected that the children will practise the majority of these skills multiple times in the school year, in order that they become confident in applying the skills to different areas of history. Each year group is provided with yearly objective overviews that explains how individual knowledge objectives

are to be matched with the skills. This ensures that all skills are taught with sufficient coverage.

Pedagogy

The history curriculum is taught through an enquiry approach that encourages children to become curious yet critical in their learning. We strive to support children's enquiry skills through rigorous questioning, in order that pupils develop critical thinking skills as well as historical perspective and judgement. It is important that teachers consider the historical skills that are being focused upon in each lesson, and make sure that questions highlight and promote the use of these skills. For example, teachers may encourage children to think about how some artefacts and images may be propaganda and what impact this might have then caused. Children are also encouraged to ask their own questions, and where possible, to investigate and research the answer.

Teachers are also expected to incorporate Rosenshine's principles into their teaching as per the school's Teaching and Learning model. Teachers have received CPD on Rosenshine's principles, including their importance in creating high-quality teaching and learning and how to incorporate the principles in lesson planning and delivery.

Teachers are expected to use a wide range of teaching methods to ensure that all children can access and enjoy the curriculum whilst reaching their full academic potential. A variety of approaches are used to cater for different learning needs. By utilising many different techniques and strategies, we ensure that the history curriculum is always fascinating and inspiring for the children. Such teaching methods may include:

- Knowledge given by the teacher.
- Individual or group investigations.
- Use of videos or films.
- Creative activities, such as artwork, model making or creating replica artefacts.
- Use of stories and reading material. This may either be a primary source, such as posters, leaflets, letters or diary entries, or may be a secondary source, such as a story that makes the history knowledge or language more relevant to today.
- Use of ICT, such as viewing artefacts online, watching information videos or for child-led research.
- Role play or drama – an opportunity for children to recreate historical experiences and demonstrate their understanding of that particular period.
- Debates and discussions.
- Physical timelines to place the historical period in a context.
- Use of physical artefacts and images or photographs.

Trips to historical sites and visits from experts are key to providing a rich and valuable experience and knowledge base for children. Children benefit from learning on first-hand experiences, and such opportunities often make learning about distant and ancient concepts

seem much more real and understandable. Teachers are encouraged to make use of local resources and to organise visits where possible.

Adaptation

We recognise that in all classes there are children of widely diverse abilities in history, and we seek to ensure that all children have access to learn from the history curriculum regardless of their ability. We achieve this by:

- Setting learning tasks that are open-ended and can have a variety of responses.
- Ensuring that classroom activities are differentiated where appropriate in order that every child's educational needs are met.
- Providing necessary resources to support the child in accessing and enjoying their history learning. This could include dual language word-mats for children who speak English as an Additional language or visual prompts for children with learning difficulties, for example.
- Using a range of teaching styles that suit all abilities.
- The use of IT to support learning.
- Adapting the historical skill being taught to suit the needs of the learner using the Whole School History Skills Progression.

Staff are fully supported in the teaching of history units, particularly in developing their own subject knowledge. We are subscribed to the History Association, which provides staff with podcasts, articles, webinars and guidance to develop their historical knowledge and advice about how to best plan and teach the units. In addition, online folders of resources are available to support teachers in the planning and resourcing of history units (accessible on the S Drive).

Expectations

History learning should be presented in a Theme book alongside Geography.

- A new unit cover sheet should be stuck at the beginning of all units. It should include vocabulary and learning intentions.
- Age related expectations sheets should be stuck inside the front/back cover of the pupil's book to support teacher assessment.
- Work should be clearly dated and underlined.
- Learning intentions should incorporate both a knowledge and skills objective, and they should be taken from the objective planning documents created by the History Lead.
- Learning intentions and outcomes should focus on history objectives, rather than English. For example, 'to write a diary entry' would not be acceptable.
- Children should complete an activity that answers the unit's enquiry question. For example, they may use their learning to write a leaflet that answers the question.

- Use of worksheets should be limited and only used when they will promote learning, for example, writing frames for younger/less able children, etc.
- Children should take pride in their books and complete work neatly and to their highest standard.
- Drawings should be completed in pencil.
- Work should be trimmed neatly and stuck into books carefully.
- Photographs of work should be accompanied with children providing a written response about the activities and what they have learned. This could include trips, workshops, drama or role play activities, etc.
- A range of activities should be evident, including opportunities for extended writing, research, artwork, drama, links with maths and data handling, use of IT etc. Activities should be added to Theme books as a record of the pupil's learning.
- The school marking policy should be followed. Marking should be linked to the learning intention and marking codes should be used. During each unit of work, there should be some evidence of feedback marking, particularly for open ended activities. This could include editing work or answering a challenge or thinking question, for example. This is not expected for each piece of learning.

Monitoring

The subject leader will monitor the history provision and curriculum throughout the year using a range of strategies:

- Book trawls.
- Pupil voice interviews.
- Staff voice surveys.
- Planning monitoring
- Learning environment review.

Feedback will be provided to SLT to inform them of areas to celebrate and any areas for further development.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. The Assessment for Learning processes are used to plan further learning opportunities and build upon children's existing skills. Teachers should assess children's progress against the curriculum coverage documents and age-related expectations for their year group. They should consider both the child's historical knowledge and their skills when assessing the child's progress and attainment in history.

At the end of each unit of work in Key Stage 1 and 2, teachers will record the attainment of pupils by identifying whether children are working below age related expectations, at age related expectations and exceeding expectations. This is based on teacher assessment using

evidence gathered over a unit of work. This will provide formative assessment and inform future planning needs. Data will be updated on the Whole School Theme Assessment Tracker. This will allow the subject leader to review the progress and attainment in history across the school, and make amendments to the history curriculum as necessary.