



“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

## **History Policy September 2019**

### **Contents**

1. The Purpose of Study in History
2. Aims
3. Subject Statement (Intent, Implementation and Impact)
4. Teaching and Learning
5. Assessment
6. Planning and Resources
7. Organisation
8. EYFS
9. KS1 and KS2
10. Equal Opportunities
11. Inclusion
12. Role of the Subject Leader
13. Parents

### **The Purpose of studying History:**

At SSMJ we follow the National Curriculum Programme of Study for History. Our history topics consider the children's faith, which is at the centre of our curriculum, their interests, as well as the context of the local area. The history curriculum at SSMJ 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.

### **Aims:**

In line with the national curriculum 2014, the curriculum at SSMJ aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations;
- gain and use a wide range of historical terms and vocabulary;
- 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, ask historically valid questions and create their own structured accounts, including written narratives;
- understand the methods of historical enquiry, including how evidence is used to make historical claims; and
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Intent:**

History is held in high regard at SSMJ. The teaching of History allows children to appreciate, understand and utilise the diverse culture, history and geography of our unique environment, which celebrates the schools' own history and the context of the local area. The history curriculum at SSMJ makes full use of resources within the immediate and wider local area, including the castle, enabling children to develop a deep understanding of the rich history of their locality, making links, where possible, with our faith, which is at the heart of our curriculum.

### **Implementation:**

History is taught in blocks throughout the year, so that children achieve depth in their learning. 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. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Baghdad c. AD 900

Cross curricular outcomes in history are specifically planned for with strong links between the history curriculum, English, Maths, art, R.E and ICT.

Where possible teachers use texts to support their history study and use the website [www.booksfortopics.com](http://www.booksfortopics.com) to support their planning. At the end of a history unit children answer the line of enquiry through a piece of writing.

From the final outcome of each history unit teachers will select a Historical writer to receive an award which will be presented termly in assembly and then displayed. History also actively promotes speaking and listening skills.

Teachers are encouraged to use drama and role play to explore Historical events or through creating Visual, auditory and Kinaesthetic (VAK) timelines.

The local area is also fully utilised to achieve the desired outcomes with extensive opportunities for learning outside the classroom embedded in practice such as regular visits to the castle and the local library. Planning is in line with the national curriculum. Teachers' lesson design is informed by national agencies e.g. through the school's membership of the History Association. Consideration is given to provision for our most able children as well as support for SEND children in line with the school's commitment to inclusion. 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 Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and

technology' by the end of the academic year. It is further supported by the Lancashire Document 'EYFS: A Framework to Support Curriculum Planning'

### **Impact**

Outcomes in history and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. 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 inspires curiosity about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum also engages members of the community in children's learning and provides positive role models from the community for children to learn from.

### **Teaching and Learning**

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at SSMJ:

- Events, People and Changes
- Enquiry, Interpretation and Using Sources
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is taken from the national curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. Teaching and learning in history is supported by a variety of resources, including the Lancashire Museum loan box service, BBC Primary History, Lancashire County Council's Key learning, End of Year Expectations and the History Association's online platform. Outdoor learning is planned for throughout the school and programmes of work are embedded with key

knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

### **Assessment:**

The National Curriculum states that:

*‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’*

Children’s attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations (see separate document). This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children’s historical enquiry skills. Assessment is supported by use of the following strategies:

- Monitoring and observation;
- Differentiation;
- Quality questioning
- providing effective feedback
- Assessment

(See our teaching and Learning Policy for more detail.)

### **Planning and Resources:**

Existing history resources, including history boxes, are stored centrally and are organised into topic themes. The library contains a good supply of history books to support children’s individual research. We also use the LCC Loan box Scheme to hire artefacts that support specific units of study.

Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the

History LTP, MTP, STP and knowledge organisers. These are also on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary and links to the school's context are also outlined. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

### **Organisation:**

At SSMJ, we follow a sequence of lessons within each unit. This allows children to enhance their knowledge of history and develop related skills.

### **EYFS:**

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

### **KS1:**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through English and drama, children are equipped to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the Great Fire of London and how homes have changed over time. We will also study the lives of significant Kings and Queens who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular links. As part of our study of significant historical events, people and places in their own locality, we will look at the history of Clitheroe. The children will listen war stories from a past pupil on what war was like in Clitheroe and learn about the Bomb that dropped in Chatburn. The children will also take a visit up to the cenotaph and create an

assembly on Remembrance. The children will look at pictures of Clitheroe in the past and identify changes.

## **KS2:**

Throughout Key Stage 2, 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

We will study the Victorians and look at the changes they made to Britain. For our local area study, we will focus on castles and visit Clitheroe Castle and learn about its history. Children will learn about its heritage and compare it to Windsor castle. We will also explore the theme of 'Monarchs then and now' examining the changing power of monarchs over time. In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as, Ancient Egypt and Ancient Baghdad AD 900. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement

children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using early Islamic civilization in Baghdad Ad. 900.

### **Equal Opportunities:**

At SSMJ Primary school, 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 affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

### **Inclusion:**

(eg EAL/SEN/PPG/Provision for HA) All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL and spider diagrams, teaching takes account of the children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through practical learning activities. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

### **The Role of the Subject Leader:**

The Subject Leader's responsibilities are:

- To ensure a high profile for 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 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.

### **Parents (Including Homework):**

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of history. The annual history day involves the whole school; it has helped to establish greater involvement with parents and the wider community to share their knowledge and expertise of our local area. Parents and carers are involved with supporting their children with topic- based homework.

At SSMJ we actively encourage the involvement of families and the wider community to help support the teaching of history.

Parents and carers are involved with supporting their children with topic-based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

**Policy Agreed: Feb 2020**

**Policy Review Date: Sep 2020**