

# History Policy

St Patrick's Catholic Voluntary Academy



<b>Approved by:</b>	Headteacher	<b>Date:</b> May 2024
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<b>Last reviewed on:</b>	September 2024
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<b>Next review due by:</b>	September 2025 (Annually)
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## Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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## 1. Rational and Objectives

At St Patrick's Catholic Voluntary Academy, we recognise that History is an essential part of the National Curriculum and should be a high quality education which inspires pupils to have a curiosity about the past ,how people lived in different periods of time and the achievements of significant people. and its history. Pupils should be given the opportunities to develop their historical skills and become competent learners.

At St. Patrick's Catholic Voluntary Academy, we aspire to expand Geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations.

At St. Patrick's Catholic Voluntary Academy, we endeavor to provide a high-quality History curriculum that is inspiring, engaging and encourages children to develop as historians, wanting to know more about the past.

Children will gain a well-rounded knowledge and understanding of important periods of History that have brought about significant change in Britain's past and that of the wider world, enabling them to make links between the past and the ever-changing world that the live in today. Children will leave our school with a secure understanding of chronology; both in Britain and the wider world. Our intention is that children learn about both History and from History (legacy) adopting a curiosity and awareness of how History has been interpreted by different people at different times.

This policy should be read in conjunction with the History Content Subject Organiser which states the intended learning and End Points. This is used to create detailed medium-term plans and individual sessions.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

## 2. Aims

History is a National Curriculum foundation subject. Through a positive, caring environment, we provide the opportunity for every child to reach their full potential in the subject. We embrace Catholic values and encourage pupils in becoming conscientious members of the community. This policy identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment. History is an essential part of the National Curriculum and should be a high-quality education. We aim to provide our children with a sense of curiosity about the past and how and why people interpret it in different ways. Helping our children to develop the ability to use historical evidence from a range of sources to support, evaluate and question their own and other's views, understanding and using the methods of historical enquiry.

We aim to provide our children with the ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry. With our whole school focus on oracy, we aim to develop progressive historical vocabular where children are equipped to become increasingly critical and analytical thinkers where they ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspectives and judgements. Where our children develop a fascination in history that will last with them for the rest of their life.

At St. Patrick's Catholic Voluntary Academy, we have implemented a History curriculum that aims to enable all our children, regardless of background, ability or additional needs, to flourish and to develop key historical skills.

We teach the National Curriculum, supported by a clear skills and knowledge progression, as set out in our History Content Subject Organiser and End Point document. This ensures that skills and knowledge are built on year by year and carefully sequenced appropriately to maximise learning for all children. Our progressive curriculum helps children to revisit learning and make links. We are confident that our Early Years Foundation Stage curriculum provides a clear foundation upon which knowledge and skills are built.

History is taught as part of our two-year cycle for each Key Stage, with the exception of the Year 4/ 5 Class who have their own individual one-year cycle. We alternate our History and Geography topics, ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year.

Our History lessons are carefully planned and sequenced with appropriate adaptive teaching to allow all children to accomplish and achieve. Children 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 children make connections, revise and consider historical understanding about Britain's past and that of the wider world and are curious to know more about the past.

We provide our children with a variety of educational experiences, both inside and outside of the classroom, including hands on learning opportunities, visits, visitors, as well as using pictures, photographs, film clips (primary and other), key vocabulary and historical evidence as a starting point. These educational enrichments give real substance and relevance to classroom learning and fuel their curiosity for history.

Our approach to the teaching of History at St. Patrick's Catholic Voluntary Academy will result in engaging, high quality historical education which provides children with an understanding of the world around them. Through our carefully planned history curriculum, we aim to inspire an interest in British and World history.

Our children will:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.
- Are asked to consider how historians investigate the past, and how they construct historical claims, arguments and accounts.

### **3. Health and Safety:**

See Whole School Policy on Health and Safety.

The Class Teacher throughout the learning of History should deal with the Health and Safety issues accordingly. This may mean introducing key points at the beginning of a Unit of Work, or, where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues are clearly stated on Medium Term Plans, as well as within each individual lesson and these should be reinforced with the Class Teacher at the discretion of the Class Teacher.

### **4. Progression:**

In the Early Years, children experience historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified Understanding the world, and the ELG entitled 'Past and Present'. The children talk about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past and compare

and contrast characters from stories including figures from the past. Learning from the Early Years is built upon in Key Stage One and in Key Stage Two. Previous learning and historical concepts are revisited before new learning occurs, to ensure misconceptions are addressed and that children are gaining a deeper understanding as they build upon their current knowledge with new knowledge. Learning is broken down into small steps to support this and reduce cognitive overload.

## **5. Content, delivery and curriculum organisation:**

### **Planning and delivering the curriculum**

#### **Implementation:**

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#### **Impact:**

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- Are asked to consider how historians investigate the past, and how they construct historical claims, arguments and accounts.

The impact of our History curriculum and the children's learning is measured in a variety of ways by the Subject Lead and the Senior Leadership Team through a triangulation of activities, which include: lesson observations, photographs, displays, planning scrutinies, book looks, pupil voice, staff voice and expected subject content and progression. Children review the agreed successes at the end of every historical enquiry, where they are given opportunities to demonstrate their understanding in a range of contexts with support from their teachers.

Teachers continually assess knowledge and skills through carefully questioning and assessing against criteria in individual lessons. Assessment is also carried out through the answering of key over-arching 'enquiring questions' for topics and formative assessments which takes place in all lessons and ensures adaptive teaching which meets the needs of all learners and ensures progression where children can know more, remember more and do more.

## **6. Curriculum Enrichment:**

We aim to develop and encourage the children's historical skills through the use of field work and virtual reality. So that children are able to discuss the impact on their own lives and how they live. Including offering suitable educational visits to sites outside of school to offer lived Historical experiences where children can develop their Historical skills and understanding.

## 7. Classroom Organisation and Teaching Style:

Class Teachers are responsible for their own class organization and teaching style in relation to History, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- Individually
- In groups to support one another, to encourage co-operation and effective learning together.
- As a class, where introductions, modelling and discussions are appropriate.

## 8. Inclusion:

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. All children at St Patrick's Catholic Voluntary Academy are given equal opportunities in History, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. All children participate in Historical activities and experiences. Adaptive teaching is used to provide support and scaffold for children who may need this, as well as to stretch and challenge children. Wherever possible, suitable tools are provided after consultation with and Outside Agency e.g. Occupational Therapists and or Fusion advisors. To enable tasks to be adapted so that all children can participate with barriers to learning removed.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively, use and apply their Historical talents for the good of the class or the wider community.

## 9. Gifted and Talented:

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Gifted:** the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Talented:** the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*



## How to identify the More Able in History:

**Parent and Pupil Feedback:** a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

**Teacher identification:** teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

### What support should More Able children be given?

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

**Enrichment:** when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

**Extension:** when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

## 10. Records and Assessment

Children record their work in an individual History books, and photographs are used in PicCollages to show what has been done if the lesson has been more practical or to capture end pieces. Medium term plans have a dedicated 'wow' moments section, for anything a child has said or done that has stood out as part of the History unit.

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within school. We assess the children's work in History by making informal judgements as we observe the children during lessons. Work is adapted as appropriate and children are provided with feedback which allows them to focus on the next steps in their learning in accordance to the School's Marking Policy and may be done verbally, in the moment marking or written feedback.

Evidence of work should be retained as a working record for the children. In Key Stage 1 and Key Stage 2, this should be in the form of a History Book. The History subject leader keeps evidence of the children's work across the school in a Subject Leader file, along with captured pupil voice. This demonstrates what the expected level of achievement is in History in each year of the school.

## **11. Roles and responsibilities**

### **11.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

### **11.2 The headteacher**

The headteacher is responsible for ensuring that History is taught consistently across the school.

### **11.3 Staff**

Staff are responsible for:

- Delivering History in a factual, creative and inspiring way
- Monitoring progress
- Responding to the needs of individual pupils

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

The appointed subject leader is responsible for its intent, implementation and impact.

The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy
- Provide a strategic lead and direction for History
- Support and advise colleagues on issues related to the teaching and learning of History
- Monitor pupils' progress in History ensuring that key knowledge is evidenced in outcomes.
  - Provide adequate resources for all classes which are efficiently managed for the subject.
  - Provide a summary of the children's work and observe History lessons across the school.
  - Plan CPD for staff.
  - Monitor provision of the curriculum and resources across the whole school.
  - Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.

## 11.4 Pupils

Pupils are expected to engage fully in History, through lessons which are both interesting and inspiring.

## 12. Monitoring arrangements:

The subject leader works alongside senior leaders to monitor standards of teaching and learning.

A structured cycle of planning and work scrutiny, observations, and pupil interviews will provide information to judge the effectiveness of the subject as well as future development points. The impact of Historical learning will be monitored by the Subject lead through a triangulation of activities, which include:

- lesson observations
- planning scrutinies
- book looks
- pupil voice
- staff voice
- expected subject content organisers and progression documents

## 13. Policy Monitoring and Review:

This policy is monitored by the History Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

## 14. Links with other policies

This policy links particularly to the following policies and procedures:

- History Content Subject Organiser and End Point Document.
- SEND Policy.
- Marking Policy
- Health and Safety Policy

September 2024.