

# SAINT MARY'S CATHOLIC PRIMARY ACADEMY

*Mr J O'Connor – Head Teacher*



## CURRICULUM POLICY FOR HISTORY

Approved by  
Joseph O'Connor

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Next review due by: To be monitored and updated as required

## **CURRICULUM POLICY FOR HISTORY**

### **Mission Statement**

*"We Value All in the Name of Jesus the Christ"*

#### **Learning is a sacred endeavour.**

Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to whet your appetite!

#### **How is History a sacred subject?**

How is History a sacred subject? History encourages all learners to discover the truth of the past and to have a deep understanding of the present, which in turn will enable them to make informed and wise decisions for creating a better future... to facilitate a better future for the common good of all God's people.

### **Intent**

At Saint Mary's, our History curriculum is designed to inspire children's curiosity about the past through a topic-based approach and hands on experience wherever possible. Children have voiced what they want to know about their country's history so we strive, through our topics, to deliver this.

We teach our children how Britain has influenced and been influenced by the wider world. Children are also taught about significant historical events that have shaped the world in which we live in today, as outlined in the national curriculum. The teaching of history in our school is intended to equip pupils to ask relevant questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

### **Implementation**

We deliver the history curriculum through carefully thought out topics that ensures coverage of the national curriculum as well as progression of children's knowledge and understanding. Each term, children will study an in-depth historical topic, where they can explore and be fully immersed in a history project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. As a school, we decided that it is important for

## **SAINT MARY'S CATHOLIC PRIMARY ACADEMY**

***Mr J O'Connor – Head Teacher***

the children to understand the background of our local area, country and historical events that have happened and shaped our lives today. As result, all year groups will study in-depth history topics of a chronological timeline of life and events in British History. History knowledge about the wider world will be covered in other topics throughout their time in school. Learning will be practical and hands on, where possible, through educational visits or through professionals visiting the school. The topics will provide meaningful contexts to their learning and encourage them to think like historians. Through the topics, children will use a wide range of skills in order to present their work.

### **Impact**

By the time the children leave Saint Mary's, they will:

- have a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- be able to discuss their knowledge and understanding of key events confidently.
- have the ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- have the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

### **Planning and Organisation**

History at St Mary's is planned through our own curriculum taking into account the National Curriculum 2014 with a balance between historical knowledge and skills. History is carefully sequenced with regard and in rotation with Geography, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Each unit of work is underpinned by a clear rationale and conceptual rigour. Connections are meaningful, links between subjects have been embedded to ensure children gain a rich understanding from a historical perspective.

Across the whole school, the children will explore six key historical learning strands over the course of their education at Saint Mary's Catholic Primary Academy.

#### **1. Develop an understanding of the history of Britain and the wider world**

Pupils will develop a wide body of substantive knowledge of how past societies in Britain and the wider world were built, operated and changed over time and how societies influenced others. They will make connections and comparisons with contemporary society. At KS2,

learning about Britain's history will be broadly chronological, to support understanding of development and change over time. We intend that historical concepts will be repeated over time (in different meaningful contexts), so that pupils will have the opportunity to build their schemata and strengthen their understanding with each encounter.

## **2. Gain knowledge beyond their experience**

Pupils will learn about wide ranging events, concepts and significant people beyond their everyday experience, through stories from the past. They will consider lessons (good and bad) which can be drawn from these narratives to support their understanding of cause and consequence. We intend to share powerful stories and lessons from the past with pupils, which they may not otherwise have the opportunity to hear.

## **3. Understand identity**

By learning about the history of Britain, including the migration of groups of people from prehistoric times onwards, the curriculum aims to instil a sense of belonging for all pupils – helping pupils to recognise their story within the long history of this country and the global community. Exploring the achievements of this country and significant individuals throughout history may contribute to a sense of identity and connectedness. By including historical content and narratives from the communities of origin of large proportions of our school population, we intend that all pupils will feel represented and can recognise their voice in the story of Britain.

## **4. Developing an enquiring and analytical mind**

Historical study requires learner to enquire; seek, analyse and critically evaluate evidence; and draw conclusions. By integrating disciplinary knowledge into each study, we intend that pupils will be able to construct and present coherent historical arguments from their findings. They will gain an understanding of how people's claims about what happened in the past can be tested. They can support their evaluation of truth by reference to evidence. They grasp that reconstruction and interpretation are used by historians to make judgements about historical events.

## **5. Acquire historical vocabulary**

We intend that pupils will develop increasingly wide historical vocabulary across their primary school experience. This will enable them to speak a 'disciplinary language' in common with other historians. Mastering vocabulary relating to knowledge and concepts supports pupils to understand material they encounter in historical sources and the ability to communicate it clearly.

## **6. Become inspired**

Through the provision of a History curriculum in which pupils study wide ranging content, enriched by contextual hinterland material, we intend that pupils will experience a sense of excitement from learning about the past and their place in the long history of human civilisation. We intend that this will inspire pupils to want to continue their learning in History as they move to the next stage of their education.

Teachers use long term planning, developed by the History coordinator, which informs

## **SAINT MARY'S CATHOLIC PRIMARY ACADEMY**

***Mr J O'Connor – Head Teacher***

medium term planning. Class teachers are responsible for the teaching of History in their class in consultation with and with guidance from the History coordinator, Middle Leadership and Senior Leadership.

### **Long Term Planning**

This is based on the National Curriculum for History, which details what is to be taught over the Key Stages and provides the topic basis for planning History activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

### **Medium Term Planning**

This takes the long term plan and organises the teaching of History into half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

### **Short Term Planning**

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

### **The coordinator will be responsible for:**

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the History Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

### **[SEND and Equal Opportunities](#)**

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in History lessons.

Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges

## **SAINT MARY'S CATHOLIC PRIMARY ACADEMY**

***Mr J O'Connor – Head Teacher***

- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

In History lessons, we ensure that EAL children are supported in a variety of ways. eg. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

### **[Recording of Children's Work](#)**

Children are encouraged to record work in their exercise books when appropriate and photos and videos taken when completing other activities. Any photos and videos are to be uploaded to the server. Children may use a combination of written responses, mind-mapping, artwork and other activities as a record of their work. Examples of children's work will also be displayed on the school website including photographic/video evidence of displays, presentations and spoken activities to provide a source of engagement with parents, carers and the wider community.

### **[Marking and Feedback](#)**

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for History.

### **Monitoring & Evaluation**

History is monitored throughout school by the History coordinator.

Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

### **[Assessment](#)**

## **SAINT MARY'S CATHOLIC PRIMARY ACADEMY**

***Mr J O'Connor – Head Teacher***

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:

- 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. In addition to multiple choice retrieval quizzes at the start of each lesson to demonstrate the acquisition of 'sticky knowledge'.
- 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.

### [Arrangements for Review](#)

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the History policy aims are being met and the standards of History are continuing to improve. This policy will be reviewed again by the Leadership team and History coordinator by May 2024.