

Our Lady Star of the Sea Catholic Primary School

History Policy 2020

Mission Statements

"You are precious in my eyes"-Isaiah 43

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

CURRICULUM

Our History curriculum sets out to inspire pupils to be curious about the past; to ask perceptive questions and to have a growing understanding of Britain's history and that of the wider world. Through the analyse of evidence and shared critical thinking, pupils will develop perspective and judgement. History lessons will help 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.

INTENT

We believe that a History curriculum which inspires curiosity is the entitlement of all children. Our aims in teaching History include the following. The children:

Historical knowledge

- Know and understand the history of these islands as a coherent, chronological narrative.
- Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know significant aspects of ancient civilisations (Egyptian and Ancient Greece)
- Understand the expansion and dissolution of empires (Roman and Islamic)

Historical skills and concepts

- Understand the historical concept of significance; continuity and change; cause and consequence: similarity and difference.
- Use historical concepts to make connections; to draw contrasts; analyse trends; frame questions.
- Communicate own ideas through analyse and narrative writing.
- Understand how historical enquiry leads to contrasting ideas and interpretations about the past.
- Make connections between local, regional, national and international history. Pupils also make connections between cultural, economic, military, political, religious, and social history.
- Understand the chronology of events both in the long term and short term.

IMPLEMENTATION

How History is taught structured/planned through the school – with direct reference to:

Progression in History under the 2014 NC-guide for schools, J. Byrom.

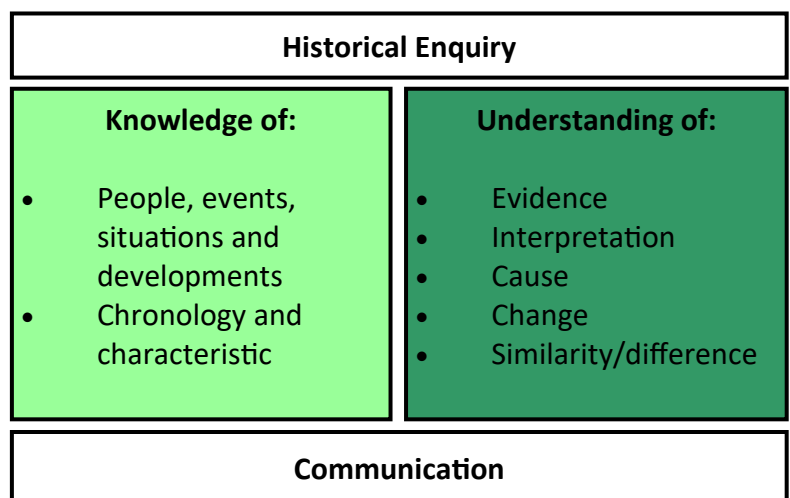
Curriculum Design

We aim to teach History (NC 2014) in ways that are imaginative, purposeful, well managed and enjoyable. Links between History and other subjects (English for extended writing opportunities and computing) is a feature of practice throughout the school and can be viewed on the curriculum overviews for each year group.

Feature of Teaching

History can be split into two key areas of learning: “content” and “skills”– as identified in the “History Associations NC guidance”. These two words could be misunderstood if not carefully considered in the context of teaching History. Here at Our Lady’s we identify content as “historical knowledge” and skills as a complex variety of processes which include research and communicating findings. Alongside these key skills are the “secondary order concepts” of: change, continuity, causation, consequence, similarity, difference and significance. Growing as a historian requires all aspects of the subject to be developed together. It is not enough for pupils to work their way through materials– something bigger has to happen.

To ensure that we build knowledge, we must consider how we bring the historical knowledge and the skills together when planning. To do this we have adopted the “sandwich*”: Knowledge and understanding “sandwiched” between historical enquiry and communication.



** the sandwich model*

Here at Our Lady’s we seek to plan across Key Stages with the aim of establishing a cumulative effect on learning, establishing long term learning. Key to this approach, is the pupils’ chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristic features of those periods. Alongside this is the development of a range of historical terms in their appropriate context. Context is important: a word such as king or queen shifts it’s meaning depending on which historical period and a new word emperor is needed. Subtleties in language are developed over time, as they are introduced, reinforced and revisited. The same is true of historical concepts - such as change, causation or historical significance. Such abstract ideas can only be learnt through studying actual historical events. It takes time, but with careful planning the effect is cumulative. As they work through the Key Stage and different historical contexts, the children will grasp the subtleties involved. The knowledge is the “food for thought”.

To say that the learning is cumulative does not however mean that we expect the children to retain everything. As identified by the Historical Association, it is helpful to identify ‘Now knowledge’ and ‘Hereafter Knowledge’. The ‘Now Knowledge’ is the knowledge needed to make the immediate learning flow and come to life. It focuses on particular people, places and moments. Over time, much of the detail slips away, but in some measure it lives on and builds the unseen and almost instinctive layer of knowledge that quietly underpins all later learning. This is our “Hereafter Knowledge” It gives us our chronological framework, enriches our historical language and our grasp of history’s key concepts.

The whole school overview for History is located on the school website. It is generally taught as blocked work, so children may experience a whole day, a week or a fortnight on a history topic. This allows the teacher to link English (extended writing opportunities– communication) and computing tasks to the subject. Alternatively, a teacher may teach the topic discreetly for one/two lessons each week, over a half term. Timetables are flexible with the aim of maximising the impact of learning opportunities allowing- all teachers to make creative decisions about lesson delivery.

Our Lady's uses the "Key stage History" website to support teachers with planning. This website provides enquiry led and question driven lessons, giving the staff planning which is used to support accurate material and an opportunity to focus on how the historical knowledge and skills will be taught. These units of work can be creatively delivered by each individual teacher, there is flexibility with their use and planning can be annotated.

The overview of learning over both key stages considers carefully which historical periods follow which. We ensure that chronology is followed or overlaps to give the children the overarching story.

Assessment for learning (AFL) and Marking

AFL is at the heart of learning and teaching throughout Our Lady's. Teachers skilfully ask open questions and challenge children to quantify answers and to give examples. Children are encouraged to be open and share observations and understanding with their learning partners and with the class. The children's responses are used to inform future planning. Oral feedback and further questioning is a feature of all lessons. Each term the teacher makes a judgement in line with the national expectations (see KLIPS)

Developing / Expected / Greater depth. This is then recorded on the school history tracker.

Marking in history is positive and responsive in nature. Teachers will ask children to self evaluate work, peer mark and respond to any comments made by the teacher with their "purple pens of progress". In History, opportunities for extended writing in English are created, this allows the children to communicate their historical knowledge and apply English skills at the same time. The marking on these pieces of work may have a dual purpose depending the individuals writing targets.

Special educational needs

Within history lessons teachers will ensure that all children receive equal opportunities. IEP targets may indicate the need to change or modify a task. When children show deep curiosity and take their own learning forward, challenges are set, but these are not exclusive and all children are challenged to think deeper. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

Books

History tasks can be found in the children's "History and Geography" books, but extended written responses may also be found in English books.

Moderation

Moderation is a crucial part of teacher assessment. A child is judged on the work in their history books. The staff come together termly to moderate the children's work. Specific or random children are selected and their books scrutinised by fellow colleagues, this allows the teacher to share their understanding of

the child and their current level of attainment. This process also allows the staff to come together to evaluate the quality and level of attainment both below and above their year group. High expectations and excellent practice shared.

Information Communication Technology (ICT) within the History curriculum

ICT is a valuable tool used by teachers to enhance learning. All classrooms have CTouch Screens with internet access enabling teachers to use visual stimuli and display research materials. Various programs and the internet, including our school website, are used by the children to investigate topics and develop understanding. These platforms are developed with children to ensure they can continue with work at home to support deeper learning in class.

Communication of Information

Within the LEARN section of the school website the school's curriculum for history is explained. Here parents can access the policy and key learning objectives which will be covered during their child's journey through school. Within class pages Curriculum Overviews provide parents with a detailed summary of learning objectives for the year. In addition, weekly website blogs inform parents of weekly learning which has taken place.

Reporting to parents

A verbal report is given to parents at Parents' Evening in the autumn and spring terms.

History is a foundation subject and the child's level of attainment is recorded on the annual report only. If a child has a particular interest and passion for the subject this will be mentioned in the personal and social section of the report.

The Governing Body

The governors are reported to on an annual basis.

IMPACT

We will know that our History curriculum is successful if pupils become curious about the past and can ask perceptive questions developing their understanding of Britain's history and that of the wider world. As they begin to analyse evidence and think critically pupils will develop perspective and judgement. Essentially, pupils will 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.

Evaluation and Review

This policy was written in consultation with staff and has been approved by governors during spring 2021. It is available for parents to read on the school website in the LEARN area. As a school we always welcome feedback and if changes are required before the next review date, consultation will take place.

It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan (Spring 2023)