

St Marie's Catholic Primary School

History Policy



'The Love of Christ, nurture, guide and inspire us.'

Approving Body	Full Governors Committee Head/Leadership team	Review Term: 1yr/2yr/3yr Autumn Spring Summer
Signature:	Chair of the relevant body	December 23
Review Date:		Version: (applicable if changed within the review period, if no changes this would remain as version 1)

MISSION STATEMENT



'The Love of Christ, nurture, guide and inspire us.'

To do this we will:

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

Objectives: Christ Centred

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

Objectives: Education

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

Objectives: Community

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><i>Christ at the Centre</i></p> <p>1. Priority: Culture</p>	<ul style="list-style-type: none"> ✚ Ensure that staff and pupils are clear on whole school expectations, routines and behaviours ✚ Pedagogy, policies and procedures are shared and implemented with fidelity ✚ Relationships across the school community become strong ✚ Staff seek every opportunity to promote learning within and beyond the school day ✚ Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
<p>2. Priority: Aspiration</p>	<ul style="list-style-type: none"> ✚ School has unapologetically high aspiration for our children through a fully understood, common pedagogy ✚ All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver ✚ Percentage of children at greater depth standards is rapidly closing the gap with national
<p>3. Priority: Resources</p>	<ul style="list-style-type: none"> ✚ The staff structure, skills and knowledge meet the needs of the school ✚ 'The curriculum' is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps ✚ All staff receive high quality assured CPD that improves learning for all pupils
<p>4. Priority: Community</p>	<ul style="list-style-type: none"> ✚ Parents are well equipped to support children learning in school and at home ✚ Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance ✚ Our community is well involved in school life, e.g. Parent Council, FAF group etc
<p>5. Priority: Environment</p>	<ul style="list-style-type: none"> ✚ The school building and grounds are a safe place to work and play ✚ The buildings and classrooms promote our high aspirations

History is a sacred subject

Through the study of History, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that learning about events in the past plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of historical sources and artefacts and the development of historical skills gives children the tools to participate as a global citizen.

Rationale

History has a pre-eminent place in education and in society. A high quality history education is so important to children's education. Studying history helps children to understand their place in the world, and in the long story of human development. It challenges them to make sense of the similarities and differences in human experiences across time and place. By learning about the past, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The skills taught in History are essential to participating fully as a member of society

Vision

At St Marie's we want to instil a love of history in all of our children and to spark children's curiosity about the past. We endeavour to provide a high quality curriculum that is broad and balanced which will inspire children to develop an interest in and an appreciation of human achievements and aspirations.

The foundations for teaching History begin in EYFS and continues to the end of KS2 and beyond. The children will be taught to understand the importance and significance of history in both the local and wider world.

As an inclusive school, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve in History. Our aim is to excite and intrigue our children to find out more about events and people from the past through our teaching, visits and use of historical artefacts. Independent research is encouraged to further children's fascination with the subject

We will support and develop our children's sense of chronology through a progressive curriculum following the guidelines of the National Curriculum. History lessons will come alive' through 'real life' experiences and be interactive and stimulating through opportunities for enquiry, research and sources – both local and wider. Children will study both cause and consequence when studying historical events, and how the actions of significant individuals have influenced events and shaped the world.

National Curriculum Aims

The over-arching aim of the National Curriculum is to promote a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The National Curriculum for History aims to ensure all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Teaching and Learning Overview

At St Marie's, we have designed our own History curriculum in collaboration with external consultants. Bespoke medium term plans detail what the children should learn while developing the children's curiosity and interest in the past. Key skills and knowledge have been identified as well as consideration to ensure there is progression across topics and links to prior knowledge. Links are made to other curriculum areas in particular English where quality texts have been selected for each year group that marry with the History topics being taught. Teachers' lessons are not limited by these and are informed by a variety of different sources and resources. There are themes of Transport and Rule running through the History curriculum in order to create links and make connections. Trips to museums and places of historical interest and significance are planned to enhance children's learning and further nurture their interest and enthusiasm about the past.

The History curriculum at St Maries covers the following strands

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and Communication

At St Marie's these will be woven into the History curriculum from EYFS to KS2 ensuring progression of skills are built upon year on year.

In Early Years

Fostering a love of History begins in Early Years through the learning laid out in EYFS Framework Children are immersed in experiences and activities through a mixture of play based and adult led tasks that ignite their interest in the past.

In Early Years, we teach children to

- Talk about and begin to understand the concept of 'the past'.
- Talk about events and activities that they remember in the recent past and will be supported to think and talk about celebrations.
- Become aware of the changes in routine during different times of the day and different seasons of the year. Visual prompts are an introduction to chronology e.g. ordering the events of the day
- Begin to hear and use Historical vocabulary.

In Key stage 1

Pupils explore the lives of famous people with local, national and international significance. Furthermore, through the use of sources and accounts, pupils will understand famous events such as the Great Fire of London.

Through these studies children will:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Identify similarities and differences between life in different periods.
- Know where people and events fit within a chronological framework
- Ask and answer questions choosing and using parts of stories and other sources to show they know and understand key events
- Use a wide vocabulary of everyday historical terms

In Key Stage 2

In KS2 our curriculum is split into three distinct areas: History of Britain, Ancient Civilisations and Local History with threads of transport and rule. As pupils progress through the school, they encounter the chronological history of Britain, from Stone Age through to the Viking invasions as well as encountering ancient civilisations.

Through these studies children will:

- Continue to develop a secure chronological knowledge and understanding of British, local and world history.
- Make comparisons between the past and present, investigating the impact of changes over time which impact upon our world today.
- Gain a knowledge and understanding about the history of Britain and how it has influenced and been influenced
- Know and understand about significant aspects of the wider world like ancient civilisations.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Inclusion

All children at St Marie's are entitled to participate in the History curriculum regardless of ethnicity, gender, religion and special educational need. At St Marie's we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific learning, sensory and physical needs, adaptations scaffolding and additional support to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

Homework

Homework is provided half-termly through our homework menu which can be found on each class page. Homework in History is varied and may include research, reading, answering questions or a mini project.

Assessing and tracking progress

- In History, children are assessed by the class teacher through day-to-day formative assessment which informs teaching on an on-going basis. Children's learning will be assessed through evidence of learning in books and through discussion with pupils. Class teachers will record children's learning and progress and will pass this on to the next teacher to inform learning in the next academic year.

Feedback and marking (see schools separate marking policy for further guidance.)

Marking can take a variety of forms, this could include verbal feedback, peer and self-marking and ticks and positive comments. Next steps will usually be the next lesson, as teachers will have used the previous lesson to inform their planning.

Quality of teaching, learning and assessment

- SLT, the History lead and teachers, monitor pupils' progress together.
- The purpose of each activity is clear to both teachers and pupils.
- Planning and marking is thorough.
- Pupil voice also evidences the quality of learning.

