



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH
POLICY FOR HISTORY
(September 2019 - 2022)**

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

Vision Statement

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

As such, we plan and resource pupils' learning, in line with the school curriculum policy. The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in history. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

Intent of the History Curriculum

The history curriculum is designed by the curriculum co-ordinator, management team and governors to allow pupils to transfer key knowledge to their long-term memory. It is sequenced in a chronological order encompassing significant historical events, people and places in our locality to ensure breadth, balance, continuity and progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to **work towards clearly defined end points**.

We develop children's experiences and understanding of history and ignite their curiosity about Britain's past and that of the wider world; building critical thinking skills so that children can make reasoned judgements that are logical and well thought out through encompassing **memorable learning opportunities** for example, Egyptian day, Victorian day and Ancient Greek day. The

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school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

We therefore intend that all pupils will:

- Enjoy history and develop curiosity about the past, which informs understanding.
- Learn about the roles that individuals, movements and events have played in shaping modern society.
- Learn to study historical evidence through handling physical resources, photographic evidence, asking questions and solving problems.
- Master the ability to communicate historical knowledge and understanding, orally, visually and in writing, and using appropriate techniques and vocabulary.
- Appreciate how and why some aspects of the past are subject to different interpretations.
- Use information-handling skills, which have a wider application to everyday life.
- Develop an understanding and awareness of gender, cultural, spiritual and moral issues.
- Learn about the major events in the history of our own country and of the world and how these events may have influenced one another
- Learn about events and individuals in their local area and how these have shaped the environment around them.
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts and historical knowledge.
- Read a variety of different books to promote over-learning and the development of pre-skills. Alongside this, children are encouraged to read a variety of sources and critically analyse them e.g. newspaper articles, posters etc... to develop understanding of concepts and historical knowledge to embed learning in the long-term memory.
- Build in memorable experiences to promote deep learning.

We use a range of **pedagogical practices** in the teaching of history to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

Implementation of History Curriculum

Subject Leadership:

History has a **progressive and sequential Scheme of Work** which has been written by the subject leader to meet the needs of all pupils at St Joseph's.

The subject leader is responsible for:

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors.)
- The budget in their subject they are accountable to governors in relation to this.
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the history topics they have studied and feed these into history moderation, ensuring that all children make at least good progress.

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The implementation of this history policy is the responsibility of all staff engaged in the learning and teaching of history. A topic is taught for two terms of the year and it is at the teacher's discretion as to when to complete the topic e.g. either all in one half-term or spread over the two half terms.

Subject Knowledge (breadth and depth of history Scheme of Work):

- The subject leaders ensure that teachers have good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our history curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with geography, British Values, School Values, computing, English and maths.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the subject leader.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils to undertake **memorable learning opportunities** by attending school visits and having visitors into school to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and historical vocabulary are emphasised and taught to embed these skills in the pupils long-term memory.
- Set books are borrowed on a termly basis from the school library to support topic work. Children are able to borrow books to enrich their learning and understanding at home as well as at school. **This develops home school links, cultural capital and reading.**
- Teachers will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in historical artefacts from home for display and discussions.

At Key Stage 1: Topics taught include learning about a range of famous people in the past who have contributed to national and international achievements. For example, Christopher Columbus, Neil Armstrong, Mother Teresa and Florence Nightingale. They are chosen carefully to ensure pupils learn about individuals of both genders and diverse backgrounds enhancing their cultural capital. Other topics consist of changes within living memory and events beyond living memory that are significant nationally or globally including the Great Fire of London as well as local topics such as the first aeroplane flight, Samuel Cody which occurred in Farnborough and The Statue of Wellington in Aldershot. Each child will cover six historical topics throughout their learning over a two year period.

At Key Stage 2: The National Curriculum for history outlines that: Pupils should continue to develop chronologically secure knowledge and understanding of British (Stone Age, Iron Age and The Battle of Britain), local (Aldershot) and world history (Ancient Greeks, Anglo-Saxons and Mayans), establishing clear narrative within and across the period of study. They should note

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connections, contrasts and trends overtime and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of resources e.g. timetables, books, pictures and replica artefacts. At St Joseph's a Scheme of Work has been devised with carefully constructed units of work covering the full range of skills, it is place in order to achieve this.

Two topics of history are taught within each year group to ensure coverage of both the required knowledge and subject-specific skills. One element in the development of the pupils' communication skills is for pupils to apply their writing skills within an extended written piece linked directly to the history topic.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. This is a strong emphasis on developing children's other skills such as understanding chronology, interpretation of evidence, changes within time and across time periods and cause/consequences.

The history Scheme of Work has been developed to help children appreciate their own identify and the challenges in time. It will help them understand the process of change overtime and significant developments (cultural capital).

Equitable Delivery

- History is taught through a variety of individual, group and whole class activities.
- Active participation is encouraged through questioning and answering, investigating primary and secondary resources including the use of a range of artefacts, thus analysing and interpreting evidence.
- Children are encouraged to read a variety of sources and critically analyse them e.g. newspaper articles, posters etc...
- Children are encouraged to communicate their findings in a variety of ways e.g. written or verbal reports, use of graphs and pictures, displays and drama.
- The subject leader is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.
- Enrichment days are organised in relation to particular topics covered across the key stages.

Assessment

- It will comply with the school's assessment policy. History will be assessed through summative and formative methods at the end topic. The class teacher will assess the child's achievement against the overall main learning outcome and end points and comment in the pupil's book. The teacher will assess every child as working below, developing, working securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being recorded.
- Each child will be given the opportunity to appraise his / her work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being investigated.
- Collect examples of children's work for evidence of progress throughout the school year.

Impact of History Curriculum

- Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.

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- History is monitored by the subject leader and phase leaders in all year groups after each topic, through work scrutiny, review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's, pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, language and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.

Health and Safety

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- When engaged in field work and visits children are expected to behave in a considerate responsible manner showing respect for other people and the environment.

Equal Opportunities

In the study of history, equal emphasis is given to both male and female roles within a community. The children focus on real lives and real families to avoid stereotyping. The children are encouraged to develop an appreciation for other lifestyles from all cultures.

Pupils with special educational needs and disability (SEND) are given support with reading and writing in the classroom and work is differentiated appropriately with a varied choice of pedagogy enabling all children to achieve their full potential.

The principles and practice of diversity and race equality are integrated into the teaching and learning of history. Attainment and progress data will be monitored and supportive action will be taken to improve any underachievement due to racial bias and that assessments are free of any cultural bias.

Background Documentation

This document is a statement of the aims and strategies for teaching and learning History in St. Joseph's Catholic School Aldershot. It was developed by Mrs Joanna Williams in consultation with the Staff, Headteacher and Directors/Governors.

DATE OF APPROVAL:
September 2019

DATE OF REVIEW:
September 2022

Signed: Mrs D. McNeill
Headteacher

Dr Campbell McCafferty CBE
Chairman of Governors/Directors