

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



HISTORY POLICY

Mission Statement

At St. Francis of Assisi Catholic Primary, God is at the heart of our school

We try, everyday, to follow Jesus' commandment 'Love one another as I have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our individual responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a Community of Love dedicated to God

Our school is somewhere **We** can grow together

Whole School Curriculum Intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Our School Is Somewhere We Can Grow Together'.

We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide.

We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

History Intent Statement

At St. Francis, we believe that studying History provides children, including those that are disadvantaged or have Special Educational Needs with a holistic understanding and appreciation of the past on a local, national and global level whilst simultaneously developing their sense of identity and belonging. Consequently, our History curriculum is carefully sequenced to provide children with a coherent knowledge and understanding of their own past, Britain's past and that of the wider world. We are committed to inspiring and challenging all children to ask perceptive questions, think critically, evaluate arguments and evidence at an age-appropriate level through a wealth of engaging enrichment experiences designed to inspire our pupils' curiosity about the past. We are committed to equipping children with these invaluable skills so that they will possess an analytic approach to any challenges they face in their lifetime.

Aims

The aims of History are

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Subject Curriculum Design – Implementation

At St. Francis we follow the 2014 National Curriculum History which details the programmes of study to be taught in each Key Stage. Please see the Topic Curriculum Maps for more detail on the organisation of topics by year group.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage, History makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

- All lessons have a clear learning objective taken from the National Curriculum and this is always shared with pupils. It should be written as a 'Can I...?' and be present on all pieces of work.
- Lessons may be made up of both knowledge learning and practical activities.

- Precise questioning during lessons ensures that pupils think deeply.
- Where possible, children should have access to, and handle artefacts.
- Visits from and to Crawley Museum are used to enhance learning.
- Lessons provide opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- During lessons, children have access to secondary sources such as books and photographs.
- Every lesson should show progress and/or help children to deepen their understanding and should build on prior knowledge, therefore all children should be challenged.
- Opportunities for self and peer assessment should be incorporated into every lesson. Children should consider what they did well and how to improve. Children are expected to perform to the best of their ability. All work should be self-assessed using traffic light colours and there should be indication of support from an adult (see Marking Key).
- All children should be given a Next Step per topic in their book (see Marking Key) and given time to go back and work on this or show their reflections using a pink pen.

Sequencing the Curriculum

The History curriculum has been carefully sequenced through consultation with staff and the History Subject Leader in order to create the Topic Curriculum Maps. These outline the National Curriculum objectives each year group will cover within a topic and the outcomes planned for. National Curriculum objectives have been mapped to ensure full curriculum coverage and opportunities to revisit skills throughout a key stage. These documents are used by teachers to support with planning to ensure there is a clear progression of skills across all History topics.

Assessment and Record Keeping

At St. Francis of Assisi School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Assessment will be based on an assessment of key skills and essential knowledge and understanding within History. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Inclusion and Special Educational Needs

We aim to meet the needs of all children by an effectively differentiated curriculum through quality first teaching. Where we identify that, due to one or more factors a child is finding an area of learning challenging, measures are put in place to support the child in catching up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. On occasion, a child may have a significant difficulty which requires support from specialist strategies or external agencies. Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do find difficulties, we are pro-active in our actions.

Monitoring and Evaluation

In History, the Subject Leaders and SLT know that children achieve their very best through regular monitoring which includes lesson visits, book and planning reviews, staff meetings and pupil voice. Subject Leaders regularly meet and report to link governors.

Role of Subject Leader

The Subject Leader will be responsible for improving standards of teaching and learning in Geography through:

- Pupil progress,
- The quality of the learning environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Keeping up to date with subject developments.

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