The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

History Policy*

Policy Approved by:	Full Governing Body
Date of Approval:	June 2023
Date of next Review:	June 2025

The Rosary Mission Statement

'Together, God's children,

We realise our dreams,

Inspiring and encouraging one another

to reach our true potential,

Transforming our world

through our unique gifts.

Our Vision

To provide every pupil with the opportunity to gain an understanding of their identity and place in the world today; drawing from lessons of the past and developing an awareness of challenges for the future.

Rationale

History is about the real people and events of the past. It is concerned with time and chronology and the study of humankind's evolvement. History gives us a sense of identity, set within our social, political, cultural and economic relationships. Through the study of history, pupils find evidence, consider value and draw conclusions - skills that are prized in adult life.

History fires pupils' curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society.

Pupils will develop a sense of their own cultural heritage, and an understanding of how they can also be agents in the process of change – contributing positively towards the greater good and embracing the Catholic Christian values of our school.
Our intent for every pupil is:

- **To have a sense of curiosity and enjoyment**
- **To have experience of Cultural Capital in a variety of different forms**
- **To be resilient, independent and self-motivated pupils**
- **To ask questions and to problem solve**
- **To be global citizens of the twenty first century**

Aims and Objectives

- To foster a spirit of enjoyment and adventure in learning so that pupils become lifelong learners.
- To instil in pupils 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 events in the history of Britain and of the wider world and how these events may have influenced one another
- To develop a knowledge of chronology within which pupils can organise their understanding of the past
- To understand how the past is different from the present and that people of other times and places may have had different values and attitudes from ours; to gain an understanding of why people in the past acted as they did and to consider if we, as twenty first century citizens, would act in the same way.
- 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
- To understand historical concepts such as continuity and change, causes and consequences and use them to make connections.
- To ask historical questions, promoting skills of enquiry and research; investigation, analysis, evaluation and presentation.
- To make good use of 'living' working walls to record our learning in history each week so that previous learning can be referred to and links made.

The Curriculum

History is a knowledge rich subject. Our curriculum intends for our pupils to get better at history by demonstrating a secure and substantive knowledge (emphasised facts and events) of a variety of time periods, events and figures; by developing disciplinary skills (how historians find out about the past and form their arguments); and by using transferable knowledge (using previous knowledge to make links and to gain a better understanding of new learning). Our curriculum is bespoke and ambitious. As not all class teachers are history specialists, we have designed a clearly sequenced curriculum that is rich in knowledge and that asks questions of our pupils as they study each topic. This encourages deeper thought and reflection. In our programme, these questions are denoted by the term ***Rosary Historian***. Teachers can however include their own 'take' on a topic and adapt the delivery to a way that suits their own class.

Pupils study through a thematic 'topic' approach. Each year group in KS2 studies a British History topic and one from the wider world in line with National Curriculum requirements. Where appropriate, use is made of the school's locality so that the curriculum is particularly relevant to pupils at The Rosary Catholic Primary School. In addition common learning **'strands'** have been introduced to provide **'linked learning'** so that pupils can make connections and revisit topics in order to show progression and embed their learning. These are 'Beliefs and Attitudes' and 'Legacy and Achievement'.

Teaching staff are aware of the history content of other year groups in order to facilitate the retention of learning as well as providing new learning opportunities.

Teaching and Learning

In line with the Ofsted framework, our curriculum will focus on: narrative, linked learning, memory and consecutive historical periods.

Learning in history is enriched when:

- pupils have access to, and are able to handle artefacts
- pupils go on visits to museums and places of interest
- pupils engage in Experience Days to bring their learning to life
- pupils have access to secondary sources such as books and photographs
- visitors talk about personal experiences of the past
- pupils listen to and interact with stories from the past
- pupils undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- pupils use drama and dance to act out historical events
- pupils are shown, or use independently, resources from the internet and videos

- pupils are able to use non-fiction books for research
- pupils are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions
- pupils have opportunities to give and listen to presentations incorporating a peer learning approach
- cross curricular links are made i.e. where history is used to underpin other subjects
- pupils produce creative outcomes

Inclusion

We recognise the fact that we have pupils of differing ability in all our classes and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

We aim to harness pupils' interests and give choices in the recording of learning tasks to provide ownership and suitability.

Assessment and Recording

At The Rosary Catholic Primary School assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of pupils' work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and the school's Marking Policy guides the marking of work.

Pupils produce a **double page spread** at the end of a topic which is the summation of the knowledge and skills learned in previous lessons. These pieces of writing may contain **historical factual content** and **technical vocabulary.**

Teachers will also assess oral contribution in lessons i.e. the confidence and ability of a pupil to express ideas based on historical fact or based upon opinion and perspective. This is because history is a subject that embraces discussion and reflection.

In addition, teachers conduct 'pop quizzes' and informal memory tasks to ensure that historical knowledge and skill are embedded. They use the **Learn, Recall, Remember** (**Sticky Knowledge**) sheets for this.
There is no formal assessment test in history.

Monitoring

This will take place termly through processes such as book scrutinies, lesson observations, learning walks and pupil voice.

Roles and Responsibilities

Senior Leadership Team:

- to review subject standards and curriculum provision

Subject Leader:

- be aware of the statutory requirements of the National Curriculum for history
- ensure that this policy is implemented and adhered to
- provide CPD and guidance for staff
- ensure that the curriculum skills and knowledge are mapped from EYFS to Year 6 for progression
- monitor the quality of teaching and learning in history
- know current thinking and development in pedagogy and best practice to share with colleagues

Class Teachers:

- be aware of the statutory requirements of the National Curriculum for history
- ensure high standards of learning are maintained through class work, homework and off site visits
- ensure differentiation for all learners
- plan and deliver topics as stipulated in the history curriculum
- ensure equality of access and inclusion
- ensure that 'pop quizzes' and informal memory tasks are used to ensure that historical knowledge and skill are embedded. Ensure use of the **Learn, Recall, Remember** (**Sticky Knowledge**) sheets.

Resources

Physical and online resources e.g. BBC Bitesize, Espresso are available to staff and pupils. Teachers are encouraged to share expertise, information and any valuable resources.
Learn, Recall, Remember (**Sticky Knowledge**) sheets are used to embed knowledge.
The immediate locality and the locality of London are used to enhance historical learning (e.g. museums and places of historical interest, galleries, exhibitions)
Invitations to speakers: parents, other family, local community, and specialists