

St Francis of Assisi Catholic School



History Policy

We love and grow in Christ
We live and learn in partnership
We build and share together

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Subject Lead: Katie Berry

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Statement of intent

At St Francis of Assisi Catholic Primary School, our aim is to deliver a high-quality History curriculum that develops pupils' knowledge and understanding of the past, promotes an appreciation for the importance of history, and encourages critical thinking skills. We aim to provide a rich and diverse curriculum that ensures all pupils are able to engage with the subject and develop a love for learning History.

We aim for a history curriculum that 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. History helps 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.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National Curriculum in England: history programmes of study'
- DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

Roles and Responsibilities

The governing board is responsible for:

- Approving this policy
- Liaising with the headteacher, history coordinator and teachers with regard to pupil progress and attainment in history education
- Ensuring the history curriculum is inclusive and accessible to all

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board
- Making any necessary adjustments to the history curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Ensuring this policy is created in accordance with the Primary Curriculum Policy and Homework Policy
- Updating and maintaining this policy

The History coordinator is responsible for:

- Developing, resourcing and reviewing this policy
- Planning, instigating and monitoring history teaching programmes
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils
- Working with other staff to teach the subject content
- Keeping staff informed of visits and courses
- Facilitating the assessment of pupils' work
- Keeping up-to-date with current affairs and best practice regarding history
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development
- Celebrating and promoting the history curriculum and the work of pupils throughout the school

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum
- Delivering the history curriculum, including coordinating activities and resources within their specific areas
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings
- Attending and contributing to any INSET days organised by the history coordinator
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Implementation

At St Francis of Assisi Catholic Primary School, we use the National Curriculum objectives as the starting point for planning. Our whole school History curriculum is carefully sequenced, ensuring a logical progression of concepts and skills, taking into account the relationship between substantive and disciplinary knowledge. We provide a broad and balanced coverage of historical periods, themes, and topics, placing emphasis on providing a chronological framework. Each year group has a clear curriculum map, outlining the specific historical content to be covered. We ensure that prior learning is revisited and consolidated, enabling pupils to build upon their existing knowledge and make connections between different historical periods.

Early Years Foundation Stage

In Early Years, history is taught through the specific area of learning 'Understanding the World'. Children are given the opportunity to find out about and learn about past and present events. Teaching and learning opportunities are delivered through adult led activities and through carefully planned continuous provision. History in the early years makes a significant contribution to the initial basic understanding of chronology by looking at events of the past and current events e.g. through our work 'All about me' children look at when they were a baby (past) compared to them starting in our EYFS (present).

By the end of Reception Class, children will be taught about:

- the lives of the people around them and their roles in society
- Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- the past through settings, characters and events encountered in books read in class and storytelling

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 recent and more distant Britain and the wider world. They listen, 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 1 pupils will be taught about:

- Changes within living memory and changes in national life
- Events beyond living memory that are nationally or globally significant
- The lives of significant individuals in the past who have contributed to national and international achievements, used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Key Stage 2

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Although our curriculum is not taught in chronological order, where different periods in history are taught, links are made to where it fits within historical chronology and how the period links to other periods in time.

Key Stage 2, pupils will be taught about

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Impact

Children will be engaged in History lessons and be keen to share their learning with others. During pupil interviews, children will talk confidently about the skills and knowledge they have acquired and articulate their understanding of taught concepts.

Outcomes in history books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Work will show that a range of topics is being covered, cross-curricular links are made where possible, and a wide variety of skills are being taught. Teachers will use the skills progression document to assess children's progress. We expect that by the end of year 6, children will have the skills and knowledge they will need to access the Key Stage 3 curriculum.

Assessment

In the Early Years Foundation Stage, the progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the Statutory framework for the Early Years Foundation Stage.

In Key Stage 1 and Key Stage 2, the Lancashire Key Learning Documents provide the basis of assessment in history. Our history curriculum covers the statutory elements for each unit and gives clear learning outcomes which enable ongoing assessment.

Many ways of learning are integrated into history assessment. Children's work can be assessed by:

- Use of 'knowledge organisers' at the start and end of each unit of work, with focus on key questions and key vocabulary
- Observation – watching children work individually or as part of a group
- Questioning and discussion about historical events and listening to pupil's responses and views on an individual, group or class basis
- Evidence – work children produce in class, writing, drawings, paintings, models, etc.
- Digital photographs

Equal opportunities and Special Educational Needs

At St Francis of Assisi Catholic Primary School, all children have the right to equal opportunities. We respect the individuality of everyone and aim to provide equality for everyone. Class teachers will make adequate provision for those children with SEN to access materials and tools (when safe and appropriate) to enable those to have the same opportunities for designing and making. If advice or assistance is needed, the class teacher should consult the History leader or Headteacher.

Resources

The school has a range of resources for the teaching of the units of work covered in History. The resources are stored in the resource classroom and are organised into the different units covered in our history curriculum. All staff have a responsibility to ensure it is maintained in good order and report if any resources become broken or damaged during use.

Teachers have the opportunity to use the Lancashire Library Service to receive curriculum boxes. These are carefully selected to match pupils' key stages, reading ages, and abilities; providing teachers with the very best resources to support a wide and rich curriculum.