

‘With Jesus we can **achieve** what we **dream** and **believe**’

**"The more you know about the past, the better prepared you are for the future."**

**Theodore Roosevelt**

## Overview

History is the study of people and events from the earliest societies to the modern age. History teaches pupils how past events have influenced modern societies and also develops skills of investigation and research, based on the evaluation of evidence. The children will be taught History following the directives of the National Curriculum.

## Intent

The curriculum here at St Michael's, underpinned by the National Curriculum, holds our children and their aspirations, environment and development at its heart. Whilst allowing them to build their knowledge, skills and resilience, it also prepares them for their future as citizens of Liverpool and the wider world. We embrace our children's spiritual needs through our mission values whilst celebrating their cultural diversity and identity.

By the time our children reach the end of their primary journey we endeavour for them to have the ability to communicate effectively using a broad and varied vocabulary, having being exposed to a wide range of literature and a plethora of life enriching experiences. Year-on-year, children will build on their knowledge and skills to enable them to unlock new learning and explore their talents and interests.

History at St. Michael's is underpinned by our school mission statement and cultural diversity. It aims to help pupils understand the complexities of people's lives, the process of change and the diversity of societies. History will help pupils understand the relationships between different groups, as well as their own identity and the challenges of their time. It aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires pupil's curiosity to know more about the past and equip them to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

## Aims/Objectives

The main aim of our History curriculum is to:

- Develop Historical vocabulary from EYFS to Year 6, building on prior knowledge and skills through a curriculum focused on the progression of historical skills.
- Increase and develop pupil's historical skills, concepts, knowledge and attitudes.
- Increase pupil's understanding of chronology and where events fit on a timeline.
- Develop and use pupil's skills in enquiry, analysis, evaluation, and argument, including the ability to research and question the reliability of sources.
- Develop pupil's interest in the past, arousing their curiosity and motivation to learn.
- Develop pupil's sense of identity through learning about the past.
- Increase pupil's awareness of, and interest in, the cultural richness which surrounds them at St. Michael's and a fascination with the diverse world around them.

## The National Curriculum Aims for History

To ensure that 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.

## Strategies

In history, pupils are encouraged to be open-minded and to try and make sense of what they see and find out.

**By the end of a pupil's time in St Michael's, we want our children in History to:**

- Be able to sequence key periods of British and world history in chronological order using dates.
- To use a timeline to give information about a period of history (e.g. plot key developments across a period of local history) or a theme (e.g. plot key developments of a theme, like transport, across periods of history).
- To recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time.
- To explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (e.g. conflicts, inventions and other advances).
- To evaluate historical sources based on reliability and bias.

- To ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.
- Can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.
- To know and can use with increasing accuracy words and phrases relating to time and chronology (i.e. all of the Year 1/2 and Year 3/4 vocabulary).
- Understand that there are overlaps and relationships between different periods.
- To know key aspects and facts about more periods of local, British and world history.
- To celebrate the rich history and cultural diversity of Liverpool.

Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' knowledge and skills. We use the National Curriculum as the basis for our planning in History. The NC programme of study will be adapted to suit our local context and make them relevant for the children.

Children review their knowledge and skills through retrieval practice at the start of every new lesson. Emphasis is placed on enquiry, analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Assessment will be based on key skills and essential knowledge and understanding within the History NC programme of study. A portfolio of work from Y1 to Y6 will be collected by the Subject lead to show examples of the range of work done and evidence of progression. The progression of skills documents will show and highlight how each year group builds on the prior knowledge taught in the previous year / key stage and add building blocks of knowledge. Teachers will work on the retention of subject knowledge and 'sticky learning' to ensure pupils are regularly revisiting previously taught knowledge, aiming to improve their retention of this knowledge.

### Foundation Stage

We teach History in the Early Years as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world, e.g.

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

## Outcomes

History will inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of not only the history of their local environment, but of their native country where possible and the wider world. History will show strong links with other subjects and will hold a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.

## Health and Safety:

- A risk assessment will be made, as part of the planning process, before any potentially dangerous historical activity is undertaken.
- Children will be informed of any risks or hazards but will also be encouraged to assess and identify risks for themselves.
- Children will be shown how to handle historical artefacts safely.

## Roles & Responsibility

### **The Subject leader's role:**

- Prepare policy and develop policy.
- Provide consultancy, advice, skills.
- Specifying and ordering resources in consultation with staff.
- Monitor teaching and learning in History.
- Create a progression of skills to indicate steps of learning.
- Provide staff with a vocabulary bank suited to their topics which are age appropriate and provide suitable stretch and challenge.
- Create an updated Medium Term Plan in line with updated History curriculum to ensure coverage of the National Curriculum objectives and consistency across year groups and cohorts.

### **The teacher's role is:**

- Plan for and teach exciting and stimulating History lessons.
- Use assessment to influence future planning.
- Plan extended writing tasks within the subject.
- Ensure History objectives are being taught consistently and fairly weighted in comparison to History objectives where possible.
- Use retrieval / revision activities to encourage retention of key skills and previously taught knowledge.

## Monitoring and Evaluation

The teaching and learning of History will be monitored through the analysis of medium term planning, pupil interviews, a sample of children's work and end of year curriculum teacher assessments. The

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policy for History will be reviewed regularly to ensure aims remain relevant and strategies / steps to success are updated regularly to include any new found strategies/developments to teaching and learning.

Evaluation of the policy will take into account:

- External inspection / advice
- Staff development
- Coverage of programmes of study
- Staff / Pupil voice and opinion of the teaching & learning of History.
- Any updates to our History curriculum / Medium term / Long term planning

Date Approved by Governing Body: 15/12/2020

Chair Governors: Jeanette Riley

Headteacher: Alyson Rigby

Next Review Date: December 2022