

'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

At St. Michaels we provide high quality History teaching through our **Explore** Curriculum. Underpinned by the National Curriculum, our History curriculum holds our children and their aspirations, environment and development at its heart.

Our curriculum allows our children to build a secure understanding of the past through **exploring** British history, as well as embracing our multicultural St. Michael's school community, whilst learning about the history of the wider world. Our History curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children from EYFS to Year 6 as they **explore** and develop a rich knowledge of the past. 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 historical vocabulary obtained from both explicit teaching, spaced retrieval practice and exposure to high quality texts.

Our progressive curriculum addresses and constantly **explores** and revisits the key Substantive knowledge and the concepts of History such as invasion, monarchy, tax and empire through carefully organised manageable chunks designed to build schema and support children's cognitive load. Through high quality teaching, children are exposed to the Disciplinary knowledge within the History curriculum such as 'Thinking like a Historian' and accepting that History is an evolving subject, open to debate and challenge as we work

towards understanding our world better. All of this rich Historical knowledge is taught through meaningful and authentic examples and is practiced in our regular retrieval activities to ensure that our children know more and remember more.

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.

Implementation

- The main aims of our History curriculum is to:
- Develop a higher level of Historical vocabulary used by our children from EYFS to Y6. This development of vocabulary should be well sequenced to ensure progression and challenge as the children progress through the school.
- Teach vocabulary explicitly throughout every History lesson using our whole school techniques such as 'My turn, your turn', using a variety of voices for repetition and the 'Word Aware rap' where appropriate.
- Use high quality texts to supplement our History curriculum where appropriate, providing opportunities for children to see History content in books they enjoy and to support our School Improvement priority of improving reading across the school.

- Through an ambitious curriculum, develop children's chronological knowledge of Britain's past and that of the wider world and develop knowledge of how the past has had an influence on present life.
- To ensure that the coherent, chronological and rigorous structure of our curriculum prepares our children for the new historical knowledge that they will learn because of the rich knowledge that they have already secured. The building up of a mental timeline provides opportunities for our children to connect what they have learned.
- Develop children's understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.
- Develop children's knowledge of how historians study the past and construct their accounts through meaningful examples.
- To implement the 'Opening Worlds Humanities' programme across the KS2. During this period of implementation, aspects that are effective will be rolled out and adopted by other year groups to ensure consistency in the teaching of History.

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.

Opening Worlds Humanities Curriculum

We are currently in the process of implementing the Opening Worlds Humanities Programme in partnership with School Improvement Liverpool. This humanities programme is currently followed by Years 3, 4 and 5 extending this for Upper KS2 over the next two-year period. This programme is focused around scope, rigour, coherence and sequencing of the History curriculum. This programme is broad in scope, exposing our children to a vast variety of historical periods and stories to feed their curiosity. This programme is coherently sequenced, building pupils' ability to compare and contrast, forming their own opinions and critical judgements of Historical ideas and concepts. This is taught through high leverage

activities which encourage pupils to think hard about the information presented to them and begin to develop a broader, deeper understanding of the world around them. This programme has been well received by both our learners and the teachers delivering the sessions thus far and will be utilised further across KS2 as our children progress through the year groups.

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 understanding of the world, e.g.

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

Impact

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.

Assessment will be based on key skills and essential knowledge and understanding within the History NC programme of study. A portfolio of photos/ work from EYFS 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 key concepts document 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.

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 key concepts 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.
- Provide relevant CPD for staff

The teacher's role is:

- Plan for and teach exciting and stimulating History lessons.
- Ensure lessons are carefully organised into manageable chunks, designed to build schema and support children's cognitive load.

- Use assessment to influence future planning.
- Plan extended writing tasks within the subject.
- Use retrieval activities (including spaced retrieval) to encourage retention of key skills and previously taught knowledge.
- Pre teach the key vocabulary in line with the school's methods (MTYT, word aware)

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, learning walks and meetings with individual teachers and year groups. The 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:

Chair Governors: Jeanette Riley

Headteacher: Alyson Rigby

Next Review Date: