

St Veronica's RC Primary School



Not just a school; a family.

History Policy

The Mission Statement of St Veronica's RC Primary School

Secure in the love of Jesus, we

Try to do our best.

Valuing all God's family, we recognise that

Each one of us is special.

Respecting everything God has made, we use

Opportunities to explore and learn.

Never overlooking the needs of others, we

Include everyone, helped by our

Caring, friendly, Catholic community.

Always forgiving, we

Share and celebrate the life of Jesus

History Policy

At St Veronica's we have developed an ambitious History Curriculum that fosters children's curiosity and engagement. Our history curriculum aims to support all pupils to develop the skills and knowledge to become confident historians. History is taught through an enquiry approach to equip children with the skills to pose questions, think critically, consider evidence, construct arguments and develop perspective and understanding. Our children are taught chronological skills through sequencing events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. Here at St Veronica's we use cross-curricular learning opportunities in History to allow children to make connections and to further extend their knowledge of different time periods. Our history curriculum supports children to develop a sense of identity and a cultural understanding of their locality and historical heritage. Inclusivity and diversity is integral within our curriculum design to support pupils in developing empathy, understanding, tolerance and respect for all.

Substantive and Disciplinary knowledge is central to our history curriculum, in order to support children in developing their historical skills and building on their prior knowledge.

Substantive knowledge focuses on the development of abstract concepts which occur frequently throughout the teaching of History. Within our history curriculum, we have sequenced our learning to support our children to develop their understanding of these concepts within a range of different contexts. The substantive concepts that we have embedded into our history curriculum are: Leadership, Migration, Childhood, Civilisations, Justice and Equality.

Disciplinary knowledge is how we make use of the facts that are learned through enquiry and interpretation. For disciplinary knowledge in History, we focus on the following skills: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence and historical interpretations.

Aims

The aims of history in our school are:

- To enrich pupils' historical knowledge and skills
- To provide opportunities for pupils to learn through an enquiry approach
- To support children to study and analyse historical evidence
- To provide memorable learning experiences that foster engagement in History
- To teach children about significant events in British history
- To develop a sense of chronology
- To create a diverse and inclusive history curriculum that enriches learning for all pupils
- To help pupils to interpret sources and evidence.
- To foster an understanding that the society, in which pupils live, has been shaped by past developments.
- To develop an understanding of the need for continuity and change.
- To provide opportunities for children to communicate their historical knowledge in both oral, written and visual forms using key vocabulary.
- To enable children to develop knowledge and understanding of historical development in the wider world.
- To educate pupils about the history in their locality, to support their sense of belonging and cultural heritage.

Teaching and Learning

Teaching through an enquiry approach is at the heart of our History curriculum at St Veronica's.

We aim to foster critical thinking and encourage pupils to pose their own enquiry questions. We support our pupils in becoming confident historians, that can examine and analyse both primary and secondary sources. In all topics, we have developed overarching enquiry questions to guide and structure each topic to provide children with a deep understanding of the concept being studied. Following on from this, each lesson uses enquiry questions to support children's historical thinking. In EYFS, History is taught through planned activities within Knowledge and Understanding of the World such as creating family trees and using this to develop an understanding of historical figures in the Monarchy. We build and extend this knowledge in Key Stage 1, to learn about significant individuals and local history. In Key Stage 2, we develop children's historical knowledge and skills further to teach them about significant individuals, events and civilisations from ancient History. We are always looking for ways to create memorable learning experiences here at St Veronica's, therefore we have a variety of visitors that come into school to enrich our teaching of History, such as the Anne Frank Trust who have delivered a range of workshops in Year 5 and 6.

S.E.N

We aim to provide a history curriculum with inclusive learning opportunities, where adaptive teaching is used to scaffold and support all of our pupils. Our pupils with Special Educational Needs have targeted learning plans to support their development. The strategies that we embed to support our pupils are:

- Frequent use of mixed ability (Kagan) groups
- Scaffolding and modelling
- Additional adult support
- Visual prompts
- Knowledge organisers

More Able Pupils

We also aim to create an ambitious curriculum that inspires and challenges our learners to achieve their full potential. We aim to provide open ended learning opportunities, where pupils knowledge is challenged and stretched. Pupils further extend their learning outcomes by carefully planned learning opportunities that enable children to think critically and make connections.

Assessment

We use formative assessment consistently within our teaching at St Veronica's such as: verbal feedback, live marking, oral discussion, questioning and retrieval quizzes. To further track our pupils progress we also provide opportunities for summative assessment within our teaching of history through planning opportunities for pupils to respond to overarching enquiry questions.

Monitoring

History is monitored by the Subject Leader in various ways to ensure that our teaching of History is coherent and adapted to meet both the needs and interests of our pupils at St Veronica's. Learning is monitored by:

- Pupil voice interviews
- Medium term plans with key questions
- Book scrutinities
- Discussions with SLT to provide regular updates

Role of the leader

The subject leader is responsible for coordinating history throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Supporting colleagues to plan and teach history.
- Advising on training needs and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of history throughout the school.

Role of the Class teacher

- To ensure progression in the acquisition of historical skills with due regard to the National Curriculum for history.
- To develop and update skills, knowledge and understanding of history.
- To identify inset needs in history and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for history, liaising with the Subject Leader where necessary.