



St. Joseph's Catholic Primary School Policy



History Policy

Date: September 2024

Next Review: September 2025

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

Our Curriculum Intent

We aim deliver a broad, balanced and well sequenced curriculum that ensures a progression of knowledge whilst also being personalised to our school and local area. The school- wide history curriculum is purposefully constructed to provide the children with the most meaningful learning opportunities whilst also making links between periods/events in history allowing the children to have a good sense of chronology and awareness of the past. We want our pupils to leave St Joseph's with enquiring minds that have a thirst for learning about the past.

In line with the National Curriculum 2014, our curriculum at St Joseph's aims to ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world, which will in turn stimulate pupils' curiosity to know more about the past.*
- think critically, weigh evidence, sift arguments, and develop perspective and judgement.*
- Begin to understand the complexity of people's lives, the progress of change, the diversity of societies and relationships*



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between different groups, as well as their own identity and the challenges of their time.

Implementation

We take an enquiry-based approach to teaching history whereby each unit is centred around a key curriculum focus and enquiry question - this is then used to guide teaching.

Across the whole school curriculum, children study the key historical concepts of; chronology, significance, change and continuity, cause/consequence and interpretation. These are taught within the historical contexts outlined in the National Curriculum. Our English lessons are linked to the units being taught (as much as possible) and enrichment activities are planned in order to help immerse the children within the unit the in order to make learning more memorable.

Our history progression document ensures that children's prior knowledge from previous units are used as a starting point when planning and this helps to ensure rigour of learning and maximise progress.

Alongside this document, at the start of each unit, the children complete a check-in task which assesses the retention of prior learning whilst also highlighting to the children their knowledge build-on their new unit. At this point, the children will also complete work based on historical timelines to develop their understanding of historical chronology. Children also complete entrance tickets to remind them of the knowledge they are building upon in that lesson. At times, exit tickets are used at the end of the lesson to consolidate learning.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present



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day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egyptians and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English enabling further contextual learning and subject-specific vocabulary to be embedded. Quality texts for each year group (in English) have been carefully selected to link with history units where appropriate.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom and school trips embedded in practice.

All planning is informed by and aligned with the National Curriculum. Outcomes of work pupil discussions take place termly to ensure that teaching and learning outcomes are in line with expectations.

Impact

The impact of our curriculum will result in our children to becoming reflective and inquisitive learners who are able to make links to learning across the whole of the curriculum.

- Evidence of high-quality learning will be found in books/floor books.
- Teachers planning shows lessons are planned with clear unit progression in mind whilst always having the overall unit focus and national curriculum object as a central point.
- Children will be able to answer the enquiry-based question for the unit in great depth showing a good understanding of content taught and subject-specific vocabulary.



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- *Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events.*
- *Children will be able to make links with prior learning and use this to develop their knowledge and skills in each unit taught. This is reinforced at the start of each new unit via check-in tasks but also through planned intended lesson content and discussions.*
- *As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of the past and have the ability to analyse it with a critical mind.*
- *Our children will be enthused by their history units, through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment.*
- *Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching remain high and focused on all times.*
- *Through our cross-curricular approach and enrichment activities we will see children immersed in their learning which in turn encourages curiosity and enjoyment.*
- *Children will be enthused by their history units, and this will be monitored during pupil voice discussions.*
- *Parents are well informed of their children's learning and abilities in relation to history.*