



St Martin's Catholic Primary School

History Policy

OUR MISSION STATEMENT

Where children Love to Learn and Learn to Love.

***Psalm 25:5* Lead me in your truth and teach me, for
you are the God of my salvation; for you I wait all
the day long.**

Statement of Intent

At St Martin's, we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Additionally, we believe that children should be taught to have an in depth and chronological understanding of time periods, people and events.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. At St Martin's, we aim to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We intend to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in history, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

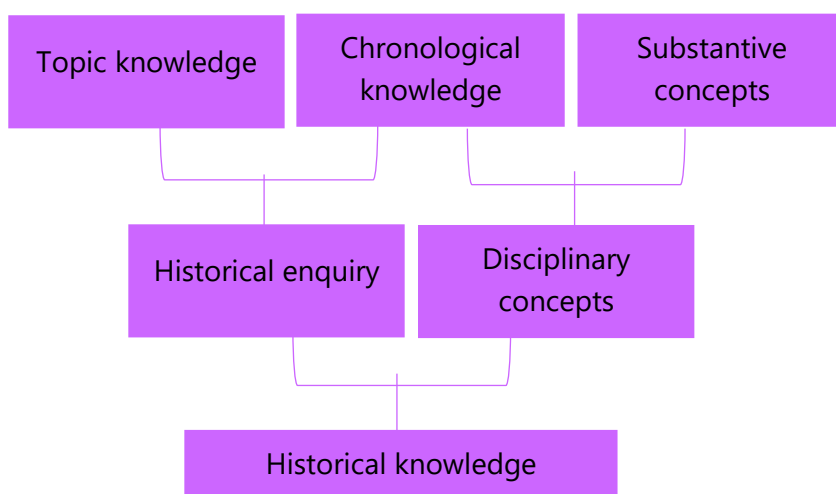
At St Martin's, we hope that the history scheme enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those set out in the national curriculum. For EYFS, the activities allow pupils to work towards the understanding the world development matters statements and early learning goals, while also covering foundational knowledge that will support them in further history learning in Key Stage 1.

Statement of Implementation

In order to meet the aims of the national curriculum for History and in response to the Ofsted research review into History. The following three strands have been identified:

Substantive knowledge strands

Disciplinary strands



The model above shows how historical knowledge is shaped by disciplinary approaches. These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

History is taught throughout the year in blocks to help children to achieve depth in their learning. Each unit of work has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them to understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key Stage 1 and will know where people and events fit chronologically. This will support children in building a mental timeline they can refer to throughout their learning in Key Stage 2 and identifying connections, contrasts and trends over time. Timelines will be used to support children in developing this chronological awareness.

There are two EYFS units focused on each of the history-related development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with reception class themes or topics. In Key Stage 1 and 2, units are organised around enquiry-based question and children are encouraged to follow the enquiry cycle (question, investigate, interpret, evaluate and conclude, communicate) when answering historical questions.

Through the history topics, children will develop their understanding of the following key disciplinary concepts:

- Change and continuity
- Cause and consequence
- Similarities and differences
- Historical significance
- Historical interpretations
- Sources of evidence

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the history scheme of work, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower Key Stage 2 and revisited in Upper Key Stage 2 (see progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in history.

At St Martin's, we use a spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons should be designed to be varied, engaging and hands-on, allowing children to explore the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Guidance for how to adapt the teaching is available for every lesson to ensure that the lessons can be assessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Statement of Impact

The impact of the scheme taught in St Martin's can be constantly monitored through both formative and summative assessment opportunities. Teachers use a feedback sheet for every lesson to address any gaps whilst teaching. To be able to monitor the impact of teaching, we undertake rigorous assessment to ensure that knowledge is embedded. Children are assessed after each unit with the focus being on the learning objectives the children should have retained throughout the unit of work. Children who are able to retain the learning objectives are assessed as being at the expected level. Those children whose depth of knowledge is greater than the basics of the objectives are assessed as being at Greater Depth. Additionally, children who only have a partial understanding of the objectives taught are assessed as Working Towards and those who are unable to retain any of the objectives are assessed as PKF (Pre Key Stage). Teachers assess pupils against each learning objective through knowledge assessment quizzes or end of unit checks to provide a summative assessment. The assessments are put into a tracker after each term.

After the implementation of the scheme at St Martin's, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact, children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts – power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and difference.

- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS and the end of key stage expectations outlined in the national curriculum for history at the end of Key Stage 1 and 2.