

**St Joseph’s Catholic Primary School**

 Exmouth History Policy September 2022

**Curriculum Statement Intent**

**Our aim at St Joseph’s is to provide an excitement for History which inspires curiosity to learn about the past.The school’s own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at St Joseph’s draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.**

Topics are informed by the national curriculum and relevant to the context of the local area. The history curriculum at St Joseph’s is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the national curriculum 2014, the 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 helps to stimulate pupils’ curiosity to know more about the past;
	+ Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
	+ Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Implementation**

We provide all children, regardless of their background, with **coherent** and **chronological substantive knowledge** of the history of Britain and the wider world, through the framework of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

## Quest for knowledge

How do people understand the world around them?

 What is believed; what is known; what scientific and technological developments are made at the time?

 How is knowledge stored and shared?

## Power, empire and democracy

Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised?

 How are people’s rights different in different historical contexts?

## Community and family

 What is life like for people in different societies?

 How are these societies structured?

How are family and community relationships different in different historical contexts?

**Impact**

For all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.It provides grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically-valid questions.

**Teaching and Learning**

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge required is separated into disciplinary and substantive.

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teachers link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children know already. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this.

Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past.

Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

The key knowledge and skills that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children’s understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years).

Cross curricular outcomes in history are specifically planned for and these are indicated on the school’s progression mapping. The school’s own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area such as Exmouth docks and the jurassic coast, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Teachers’ cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.

**Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

* Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
* Using differentiated, open-ended questions that require children to explain and unpick their understanding.
* Teachers use 5 in 5 recap questioning in each lesson.
* Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).

**EYFS**

Early years explore historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

**KS1 and KS2**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and communication have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory,** to develop a growing sense of chronology and awareness of time and changes over time.

Children will also study the lives of significant individuals in the past who have contributed to national and international achievements.

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically- valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They learn about global history in topics organised as American, African, Asian and European history.

**Equal Opportunities**

At St Joseph’s Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

**Inclusion**

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school’s inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

**Role of the Subject Leader**

The coordinator’s responsibilities are:

* To ensure a high profile of the subject
* To ensure a full range of relevant and effective resources are available to enhance and support learning.
* To model the teaching of history
* To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
* To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SMT).
* To monitor planning and oversee the teaching of history.
* To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
* To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
* To ensure that the history curriculum takes account of the school’s context, promotes children’s pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
* To establish links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

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