

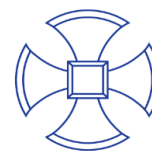


## History Policy 2022-2023

At St. Augustine's we recognise that education is about more than academics and that good education helps children to grow in faith and morality. Our vision is to provide children with a broad, balanced and ambitious curriculum, which creates a passion for learning in all children regardless of any boundaries they may face. This policy will outline our curriculum intent, implementation and impact statements to ensure that children can achieve academically, morally, socially, culturally and spirituality.

### Curriculum Statement

<b>Intent</b>	<p>In our school, the teaching of history inspires curiosity about the past and how it has shaped the world in which we live today. We aim to help our children to think like historians by asking perceptive questions, thinking analytically and evaluating evidence to develop perspective and informed judgements.</p> <p>Through their study of history, our children will gain an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We believe that if our children have a good understanding of Britain's past and that of the wider world, they will develop values and opinions based around tolerance and equality which will have a positive impact upon the future.</p>
<b>Implementation</b>	<p>Our history curriculum has been designed so topics build on one another with clear progression and links so that in subsequent year groups, children will be able to explore concepts deeper, applying their knowledge in different contexts.</p> <p>Each history topic is driven by a '<b>key concept</b>' to enable children to focus on a particular aspect of history allowing them to gain a deeper understanding. Key concepts have been linked across year groups to ensure children understand that there are similarities and differences across historical events and periods.</p> <p>Through our carefully constructed '<b>key questions</b>', our aim is to support children to become inquisitive and reflective learners who are able to organise their knowledge and showcase their understanding of what they have learnt. By offering a variety of enrichment activities across our history curriculum, we provide equality of access to knowledge and understanding, where all our pupils can achieve their full potential. These exciting and memorable activities also act as cues which our pupils can use to help retrieve key historical knowledge generating <b>sticky learning</b>.</p>
<b>Impact</b>	<p>At St Augustines RC Primary school, we believe that the impact of a high quality history curriculum will foster a love and enthusiasm for the subject.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"><li>➤ Assessing children's understanding of theme linked vocabulary through formative assessment and conversations in lessons</li><li>➤ The use of workbooks to demonstrate children's processes</li></ul>



	<ul style="list-style-type: none"><li>➤ Images and videos of the children's practical learning</li><li>➤ Pupil voice</li><li>➤ Moderation staff meetings and Trust moderation where pupil's work is shared and there is the opportunity for a dialogue between teachers</li><li>➤ Annual reporting of standards across the curriculum.</li></ul>
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## Statutory Requirement and Curriculum Entitlement

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

## Assessment

Assessment is an essential part of developing the children's knowledge and understanding in History. It allows us to analyse the impact teaching has had on the children's progress, informs future planning and identifies ways we can further improve children's outcomes.

<b>EYFS</b>	Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.
<b>KS1 KS2</b>	<ul style="list-style-type: none"><li>• Low stakes starter activities/quizzes to assess prior learning</li><li>• Monitoring of children's understanding, knowledge and skills by the class Teacher throughout lessons. This assessment is then used to inform the planning cycle</li><li>• Each pupil has their own history book where they record their work</li><li>• The history coordinator monitors teaching and learning through 'book discussions', discussions with teachers and pupils.</li><li>• History end of unit assessments</li></ul>

## Curriculum overview 2022- 2023

Please see the Curriculum Overview on our school website for History coverage.

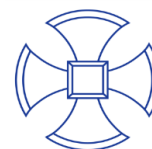
Our History curriculum has been carefully designed to build both knowledge and skills progressively. Historical (substantive) knowledge is supported with historical processes (disciplinary knowledge) and children are encouraged to explore events with curiosity, build on arguments, weigh evidence, and formulate their own ideas.

Each year group focuses on three overarching enquiry questions, with new insights revealed over a sequence of lessons. Through sustained attention to a single question, children can make connections, draw contrasts, and analyse trends. Conceptual threads are woven into the curriculum, ensuring children can recognise causes and consequences of actions and developments and build the bigger picture in terms of change over time within society and development of knowledge. Children are given regular opportunities to recall and think about the content they are studying to support the consolidation of new learning to long-term memory.



## St Augustine of Canterbury Roman Catholic Primary School

*Christus Heri, Hodie, Semper*



Our children also benefit from opportunities outside of the classroom that further enhance the curriculum, including day trips relating to areas of study.

### Resources

Each year band has a selection of teacher resources needed to support their topic. We make use of the loans service from the library and museum, which provides a selection of artefacts for the children to look at, handle and investigate.

### History and ICT

We believe at St Augustines RC Primary the use of ICT in History helps pupils to learn by providing access to large quantities of information on people, places and localities. It also provides the framework for analysing data to investigate patterns and relationships in a historical context. Once the pupils have made their findings, ICT can support in organising, editing and presenting information in many different ways. ICT provides the teachers and students with immediate access to up to date historical information.

The children are able to use a wide range of multimedia resources to help them visualise places and events through pictures, animations and sound. The children can explore the world through interactive historical maps using Digital Mapping. The internet or email enables the children to interact with peers and other communities to access and research information.

### Field Work

Teachers are encouraged to plan opportunities to use the school grounds, local environment and going further afield to conduct history fieldwork.

### Equal opportunities and Inclusion

All pupils are entitled to access the History curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

Teachers provide differentiated activities, support and resources to meet the needs of individuals. Additional support is provided to ensure that all pupils have appropriate opportunities to develop their ideas and work; whatever their ability, beliefs or backgrounds.

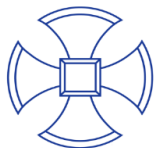
### SEND

- Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under direction of the class teacher. A range of intervention programs are available across school.

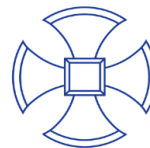
*This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.*

### Update to Policy Record Sheet

08Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
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**St Augustine of Canterbury**  
**Roman Catholic Primary School**  
*Christus Heri, Hodie, Semper*



11.12.2022	First draft of policy.	
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