History Policy – Our Lady & St John's Catholic Primary School

Date of implementation: October 2022

Intent

At Our Lady and St John's we intend to provide all pupils with opportunities to have a coherent knowledge and understanding of Britain's past and that of the wider world. Our Curriculum aims to inspire pupils' curiosity to know more about the past. Lessons equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. By the end of Year 6, our aim is to ensure that all children can use historical evidence to come to conclusions and show a deep understanding of our history.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Our Lady and St Johns 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.

Implementation

We follow the National Curriculum for all topics at Key Stage One and Two. In the Early Years, topic subjects are taught and assessed using the Early learning goals.

History is taught in year group phases over a two-year cycle. It is taught in blocks throughout the year so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of each key stage, children will have covered all objectives that are set out in the national curriculum. Cross curricular outcomes in history are specifically planned for, with strong links made where possible between the history curriculum and POR enabling further contextual learning. Teachers plan entry and exit points for each new topic to engage and enrich children's learning. Regular school trips and workshops are planned to provide further relevant and contextual learning.

History at OLSJ:

- Entry and exit point for each new topic
- Artefacts used to enhance and contextualize learning
- Trips and workshops to engage and further develop subject
- One piece of extended writing to demonstrate key knowledge of topic
- Cross curricular links made where possible especially in English
- Working walls display key vocabulary and images
- Children's work displayed and shared with parents
- History days to celebrate learning and embed key concepts
- KWL used to assess

- Glossary to define key historical vocabulary

Impact

Outcomes in topic books and discussions with children evidence a broad and balanced history curriculum and demonstrate the children's acquirement of identified key knowledge. All children start each new topic with a KWL grid. This is referred to throughout the course of the term and at the end of each term is filled in to show all new learning and understanding.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.

Assessment

Children are assessed using KWL grids, end of term quizzes, pupil conferencing and written work produced in books.

Monitoring

The Topic Leader performs a number of monitoring activities. These include:

- Formal and informal discussions with staff
- Lesson observations
- Analysing assessment data
- Scrutiny of children's work
- Monitoring planning