



Holy Family

Catholic Primary School

History Policy

Approved By:	SLT
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Mission Statement

Our mission statement at Holy Family Catholic Primary School is embedded by the statement of ethos:

'Learning together, playing together, praying together'

Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.

Intent

History is all around us. Our History Curriculum ignites children's interest about the past in Britain and the wider world and is designed to build on children's prior learning, introduce new experiences and enable children to make connections between their skills, knowledge and concepts and work independently and collaborating with others. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What children will learn through history can influence their decisions about personal choices, attitudes and values and enable them to enhance their cultural capital and know about life beyond Stainforth. At Holy Family, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Implementation

We teach the National Curriculum 2014 and Understanding the World, Past and Present, in the Early Years framework. Our History curriculum at Holy Family is underpinned by the 'ARK Mastery Curriculum' and History lessons are delivered once per week if History is the driver topic, or Geography is taught if it is the driver. A progression grid is in place to ensure that History is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced suitably to maximise learning for all children. It is important that the children develop progressive knowledge and skills of a historian throughout their time at Holy Family and do not just learn a series of facts about the past.

In History, children at Holy Family, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

Impact

By the time the children at Holy Family leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Planning and Organisation

Holy Family Curriculum is underpinned by the ARK Mastery Curriculum as the basis for our curriculum planning. History is carefully sequenced and is a knowledge-rich, comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the history leader, which informs medium term planning. Each unit of work is underpinned by a clear rationale and conceptual rigour including knowledge organisers and rich vocabulary is planned for across all year groups. Connections are meaningful, links between the subjects have been embedded to ensure children gain a rich understanding from a historical perspective. It provides full coverage of the National Curriculum and beyond, along with a balance between historical knowledge and skills. In addition, enquiry throughout the units encourages children to engage with major global challenges such as the environment, community cohesion, and ethical decision-making.

Our detailed medium-term plans are drawn up by teachers in their year groups, ensuring coverage and progression of skills and knowledge. The relevant programmes of study and specific learning objectives are stated on these plans.



Key Words	
batteries	something you get power from
category	a group of things with the same characteristics
characteristic	what something is like
chronological	from oldest to newest
exhibit	object displayed at a museum
future	time still to come
material	what it is made of
mechanical toy	toy with moving parts that make it move
modern (new)	from the present
museum	a building where objects are displayed
old	from the past
past	already happened
present	happening now
timeline	things arranged in time order



1950	1960	1970	1980	1990	2000	2010
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<p>Soft Toys</p>	<p>Moving Toys</p>
<p>Puzzles and Games</p>	<p>Outdoor Toys</p>
<p>Building & Making Toys</p>	<p>Musical Toys</p>
<p>Old Toys</p> <p>Old toys are often made of wood. Old toys were mechanical or moved by hand. Old toys were often made by hand.</p>	<p>Modern (new) Toys</p> <p>Modern toys are often made of plastic. Modern toys tend to use batteries. New toys are usually made by machines.</p>

Example of a knowledge organiser in for Year 1.

Class teachers are responsible for the teaching of history in their class in consultation with and with guidance from the History Team/Senior Leadership Team.

Foundation Stage

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years (which has been updated in line with the new framework for September 2021). This ensures that they are working towards the 'Early Learning Goals for Historical Development under the umbrella of 'Understanding the World'. The goals involve guiding children to make sense of their physical world and their community and providing opportunities to explore, observe and find out about people, places, technology and the environment through:

- photographs
- listening to stories and memories of older people

- role play activities
- discussing events in the past and their own personal lives
- sequencing events to gain a sense of time.

Key Stage 1 and 2

We use the ARK Mastery Curriculum+ for History in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school.

Long term plans

Our long term plan for history provides each year's long term objectives. The programme contains 5 units of work within each year group, covering a carefully considered balance of history and geography topics.

Medium term plans

Our detailed medium-term plans are drawn up by teachers in their year groups using the long term plans provided. This ensures coverage and progression of skills and knowledge throughout the school. The relevant programmes of study and specific learning objectives are stated on these plans.

Short term plans

Weekly planning is used throughout the school from Y1 to Y6. Planning outlines the learning objectives, which are taken from the medium term plans. The history leader monitors planning, delivery of planning and the impact of this through the children's outcomes.

History lessons have chronology at their heart – children need to understand when the topic they studied occurred but also how this fits into the wider chronology. Over the course of each history topic, the following key areas will be covered:

1. Chronological understanding

This would involve placing the time period being studied on a timeline, identifying if it is before, after or at the same time as previous history topics. It could also be done by

sequencing artefacts or events and using chronological vocabulary like dates, time periods etc. Our curriculum is mostly chronological, so it should be easy to refer to previous learning. Time needs to be understood as linear but also that different events could be happening in the world at the same time e.g. Vikings and Mayan civilisation.

2. Range and depth of historical knowledge

This is learning about everyday life in the time period studied. You can look for links and effects, different aspects of life or find out about behaviour and beliefs.

3. Interpretations of history

This is a really important part of the history curriculum which is often overlooked. Children need to know that history is interpretation of events, not facts. You could compare accounts from different sources, evaluate the usefulness of evidence and offer some reasons for different versions of events.

4. Historical enquiry

This is where children construct the past through a range of evidence. They should use primary and secondary sources to answer a question or line of enquiry. It should allow them to ask questions and identify areas of the past that have limited or unreliable sources. Again, this will help them to understand that the past is a construct made from interpretation of sources.

5. Organisation and communication

This skill relates to how children can show their understanding. It might be that they write an account of a battle that they constructed from a range of sources or a non-chronological report to show their knowledge. It is worth noting that not all communication has to be written. Some children, especially SEND will benefit from other methods of communicating their ideas.

History and computing

At Holy Family, children use ICT in history to enhance their skills in data handling, presenting written work and researching information using the internet using carefully chosen websites..

History and mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Additionally, children learn how the number system was used in their period of study compared to now. For example, Roman numerals.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian times. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and inclusion

At Holy Family Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in history lessons.

Differentiation is incorporated into the lessons in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- differentiated use of resources

In History lessons, we ensure that EAL children are supported in a variety of ways, which include:

- emphasising key vocabulary and ensuring that the historical vocabulary is explained in a way that can be understood
- providing teacher or teaching assistant support
- speaking clearly, using resources such as visual images
- artefacts and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, models, collage and pictures. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

Assessment

There are many reasons why it is important that learning in history is assessed, including:

- Pupils need opportunities to reflect on their learning
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see history education's impact on pupils and whole school outcomes, such as Ofsted judgements on individual's ability to demonstrate historical skills as well as historical knowledge. It is important an equal balance of these branches of history are taken into account when assessing and therefore it is crucial children have the opportunity to learn, develop and consolidate both these areas.

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher live marks the work and verbally comments as necessary. Feedback relates to their attainment against the learning objectives for history. Marking is in line with the whole school marking and feedback policy

Formative assessment opportunities are provided through:

- live marking

- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually. Teachers make regular assessments of each child's progress and to record these using OTrack.

At the end of the year, the teacher makes an assessment of progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year.

Monitoring and reviewing

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Evidence is provided through:

- Work scrutiny
- Data analysis
- Review of planning
- Learning walks
- Pupil interviews

Greater Depth

1. Independence

Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered. Pupils don't need to be held back. They can apply the ideas without recourse to the teacher.

2. Confidence

Pupils are confident when finding solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle e.g. how the tiny Athenians army was able to defeat the Persians at Marathon, or why the Mayan empire came to an end so abruptly.

3. Application

Pupils can apply their knowledge to a range of different periods of history (comparing Ancient Egypt with other ancient societies to see what 5 things they had in common) and to other areas of the curriculum.

4. Authority

Pupils have the opportunity to evaluate and critique others' work, commenting on historical skills and knowledge and suggesting edits and improvements.

5. Command

Pupils have the ability to synthesise lots of disparate pieces of information and bring them into a coherent shape. This will involve hard choices that require deep thinking.

6. Re-visiting

Pupils can use their knowledge of earlier periods of the past to make connections over time. They can identify similar themes and refer back to previous learning without being told which periods to compare.

7. Explanation

Pupils can explain theories and facts principally to others including peers, simplifying to explain to a younger year group or giving a full oral or written explanation to the teacher.

Oracy in history

At Holy Family Catholic Primary School, we recognise the importance of oracy in developing pupils' historical understanding. We aim to equip our children with the communication skills

necessary to articulate their historical knowledge, discuss interpretations of the past and engage in meaningful historical debate.

Opportunities for oracy in history lessons:

- **Discussion & Debate:** Pupils will regularly engage in discussions about key historical questions, encouraging them to justify their opinions with evidence.
- **Storytelling & Role Play:** Teachers will use storytelling and drama to bring history to life, helping pupils articulate ideas from different perspectives.
- **Questioning:** Open-ended questions will be used to develop critical thinking and historical inquiry.
- **Presentation Skills:** Pupils will present their research and findings, developing their ability to communicate historical ideas effectively.
- **Structured Talk Opportunities:** Activities such as think-pair-share, hot-seating, and group discussions will be embedded into history lessons to promote oral reasoning and collaboration.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the History policy aims are being met and that the standards of History are continuing to improve. This policy will be reviewed again by the Head of School and History Leader by September 2025.