St. Joseph's

Catholic Primary School

History Policy

Last Reviewed Date – March 2023

History Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:

Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

INTENT

Our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling inspired and curious to find out even more. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry.

We will deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area, including its interactions with the wider world.
- Systematically develops a wide and deep understanding of historical substantive concepts, such as *monarchy, trade, settlement* and *invasion*
- Exposes children to significant ancient civilisations, empires and non-European societies.
- Draws connections between different aspects of local, regional, national and international history.
- Uses timelines to support organisation of substantive knowledge of key events and time periods.
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.

This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later composite learning in Key Stage 1 and 2. Children, in KS1, also study the example of Neil Armstrong and Captain Scott as being a significant individual from the past who has contributed to national achievements. This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children' chronological frameworks are further developed, at a local, national and world level. This includes a focus, for example, on the Romans, Anglo- Saxons, Ancient Greece, Mayans and a 1000 years of Crime and Punishment. Whilst developing this wider chronological understanding of history, our children build and add to timelines through the year groups to ensure they can reference and refer to events from prior learning. Disciplinary knowledge also continues to be systematically developed accordingly, in tandem with this substantive knowledge.

Understanding Different Types of Knowledge in History

Substantive Knowledge

This is factual knowledge of the past - key events, place, people etc - and includes two types - 'generative knowledge' and 'fingertip knowledge':

- **Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to *generate* more knowledge. Generative knowledge can be categorised into **'substantive concepts'** (abstract concepts such as *invasion, tax, trade, monarch or empire*) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).
    I. **Substantive Concepts** are concepts concerned with the subject matter of history, such as *rights, peace, invasion, trade, war, empire and monarchy*. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. *Substantive concepts are best*

understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of *invasion* from an earlier topic supports understanding of the next topic which involves invasion.

II. **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

- **Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, *or at their fingertips*, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

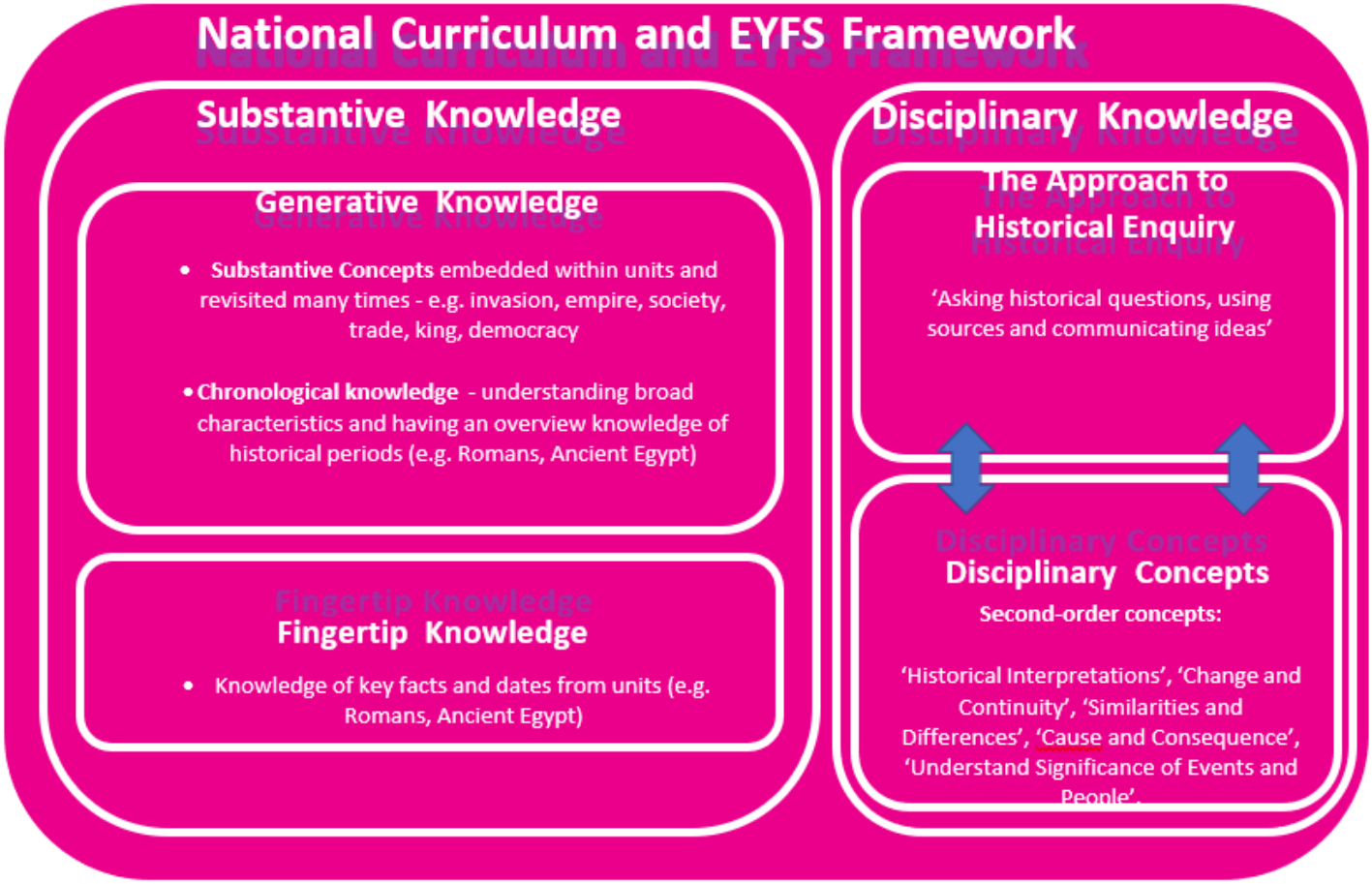
Disciplinary Knowledge and Historical Enquiry

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - *i.e. it is the knowledge of how to undertake a historical enquiry*. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- **Historical Enquiry -** asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - understanding the relationship between an event and other future events.
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.

- **Historical interpretations** - understanding how and why different accounts of the past are constructed



IMPLEMENTATION

3D Curriculum

This is a term that we use at St .Joseph's which defines the way we have planned our History curriculum. It is a curriculum that promotes remembering. Our philosophy is that knowledge can't empower if it is forgotten. So as well as planning a rich curriculum with high quality material, we have also structured it in a way that makes remembering almost inevitable.

Using our long term 3D curriculum plans, leaders will then:

Create a medium plan for each unit of work, highlighting the vertical, horizontal and diagonal links across subjects and year groups to create a memorable curriculum.

Vertical: 'high-yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of *power and rule* : this can be explored through learning the role of the monarchy in Early Years through to Year 6 learning of how Henry VIII used his power to shape the justice system during his rule)

Horizontal: Links between subjects, commonly known as 'cross-curricular' (for example, *invasion*: in Class 3 History, the Viking *invasion* of England; in Class 3 Science, microbes *invaded* bodies; in Class 3 P.E. *invasion* games. Subject leaders work hard to ensure that horizontal links reinforce learning across the curriculum.

Diagonal: Concepts connected across both year groups and across subjects; for example in Year 1 when children about *Animals Including Humans*, a cross-curricular link can be made to PE whilst answering pattern seeking scientific enquiry questions such as, do people with longer legs run faster? This could lead to children in Year 6, discussing the effects of exercise on their heart whilst recapping on The Circulatory System and plotting data, using mathematical knowledge. This could then lead to a STEM project, on focusing on data analysis.

Teachers will also plan the following for each unit:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- A 'thinking square', which outlines key concepts/ideas in the learning journey to provide a baseline of current understanding and misconceptions; this will be at the start of a unit;
- Trips and visiting experts who will enhance the learning experience;

Landing Points (Planning for Progression)

Within our 3D long term plan, in order to ensure that understanding is deepened each year, in relation to the vertical links, we have developed landing points. For each vertical link,

landing points set out the typical expectations for knowledge and skill development at set times.

Landing points are an invaluable tool in helping teachers to ensure progression within every national curriculum subject. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals.

History Sequencing

EYFS

In EYFS, History at St. Joseph's begins with the children exploring familiar situations in the past, such as homes, school and transport; and starting to compare and contrast characters from stories including figures from the past. It follows the 'Development Matters' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

The children will develop an understanding of key historical periods over time. They will develop a sense of chronology, be able to recall knowledge from key historical periods and develop, with increasing sophistication, historical skills over the course of KS2. As we have to organise our units on a rolling programme, teaching the units in chronological order is impossible. The periods of time of the units covered also overlap. With this in mind, the historical units have been sequenced in the following way: The children in Class 2, over their two years in class 2 will cover a period of British history and 2 major civilisations.

- The Stone Age to the Iron age
- The Ancient Greeks
- The Romans

The children in Class 3, over their two years in class 3, will cover a period of British history and 2 major civilisations

- Anglo Saxon Britain… leading to
- Vikings and the struggle for Britain
- The Mayan Empire

- The Ancient Egyptians

The children in class 4 will cover British history – in particular examining changes in crime and punishments and a local history study unit

- Crime and punishment over the last 1000 years
- Local history

Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

IMPACT

At St Joseph's, we have devised a subject specific Assessment Tracker that determines children's development of skills, understanding and informs teachers planning. This is completed on a termly basis by the class teacher, and is shared with Subject Leaders and SLT. Subject Leaders also carry out regular learning walks, Book Looks, lesson observations and pupil discussions. Book Swaps are a regular feature in our Staff Meeting time. Action Plans are reviewed termly by Subject Leaders and shared annually with Governors. Pupils work evidences a broad and balanced History curriculum and demonstrates the children's acquisition of the key skills.

What are our Long Term Aspirations for our pupils?

By the time our children leave St. Joseph's Primary School we will have equipped them with a breadth of knowledge, skills and historical experiences to give them a secure grounding for their secondary school learning. Our History curriculum will have instilled in them a love and enjoyment of learning about the past, and an empathy and understanding for how important the past has been is in shaping their lives and their futures.