



St Gabriel's Catholic Primary School

History Policy
September 2023-2024

Mission Statement

'Nurturing Hearts and Minds'

God's love is at the heart of all that we do at St Gabriel's Catholic Primary School. Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel's, children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

As a school, we are aware of our duties under the Equality Act 2010, and we take account of pupils' race, religion and culture, and of pupils with SEN, a disability and the circumstances of other vulnerable pupils. We aim for this policy to work for the majority of pupils, however on occasion, we understand that adaptations may need to be made depending on circumstance.

Contents

1. Aims.....	3
2. Statutory requirements.....	4
3. Content and delivery	6
4. Roles and responsibilities	7
5. Monitoring arrangements	8
6. Links with other policies	8

1. Aims

Our aims for history at St Gabriel's Catholic Primary School:

- To reflect St Gabriel's Mission Statement.
- To inspire the children to have a curiosity and understanding of events, places, and people throughout history.
- To learn about the major events in the history of our country and of the world using investigative, analytical and communication skills. Additionally, they will learn how these events may have influenced one another.
- To develop a chronological knowledge within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To develop an understanding of the history of our local area and how life may be different now.

Intent

In line with the school development plan, it is our intent that children will ensure a history curriculum which is knowledge-rich, skill based and meets the needs of all our pupils and encompasses offers of wider opportunities and interests to contribute to the development of our pupils' cultural capital.

Our aim at St Gabriel's Catholic Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.'

History is delivered through subject specific teaching organised into units under a theme. Meaningful links with other subjects can be made to strengthen connections and understanding for pupils.

Implementation

Teachers are encouraged to start lessons by revisiting prior knowledge as often as possible. This will be scaffolded to support children to recall previous learning and make connections. Staff will model the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

2. Statutory Requirements

EYFS

History is taught in Reception as an essential part of the topic work through child initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's knowledge and understanding of the world through inspiring and stimulating activities.

National Curriculum Year 1	Early Years Foundation Stage Educational Programme	Early Years Foundation Stage ELG
History	Educational Programme – Understanding the World	Understanding the world <ul style="list-style-type: none"> • Past and present

KS1

In KS1 pupils will be taught about recent changes and events that occurred in the distant past that are significant nationally or globally.

At St Gabriel's School the children learn about significant historical events, people, and places in their own local area of Alsager, Cheshire.

The children will also learn about the lives of significant people in the past who have contributed to national and international accomplishments. The children will also compare aspects of life in different periods of history and how it is different to the present.

Please see below the historical focuses for Year 1 and Year 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History: My Family History What was life like when our grandparents were children?	Geography Focus	History: The Greatest Explorers Who were the greatest explorers?	Geography Focus	History: Great Inventions – Transport How did the first flight change the world/Why were the Rainhill trials important?	Geography Focus
Year 2	Geography Focus	History: Bonfire Night and the Great Fire of London	History: Our Local Heroes Who are	Geography Focus	Geography Focus	History: Holidays How have holidays

		Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	our local heroes?			changed over time?
--	--	---	-------------------	--	--	--------------------

KS2

In KS2 pupils will continue to develop upon their prior knowledge and skills from KS1.

At St Gabriel's School the children will conduct a local history study over time outlining changes and how several aspects of national history are displayed in the locality.

During Key Stage 2 pupils also learn about significant people, events, and places from their living memory and beyond their living memory. They look at history in various ways, for example from political, economic, technological, and scientific, social, religious, cultural, or aesthetic perspectives. They use a range of primary and secondary sources of information to help them investigate the past using dates and historical vocabulary to describe events, people, and developments. They also learn that the past can be represented and interpreted in different ways. As well as making its own individual contribution to the school curriculum, history contributes to the wider goals of primary education. Teachers will ensure that cross-curricular links are used where appropriate.

Please see below the historical focuses each year group in KS2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	History: The Stone Age What was new about the New Stone Age?	History: The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Geography Focus	Geography Focus	History: Local History Why should we preserve our locality?	Geography Focus

Year 4	Geography Focus	History: Roman Britain What happened when the Romans came to Britain?	Geography Focus	History: The Ancient Egyptians How much did the Ancient Egyptians achieve?	Geography Focus	History: Crime and Punishment How has Crime and Punishment changed over time?
Year 5	History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	History: The Vikings Would the Vikings do anything for money?	Geography Focus	Geography Focus	History: Journeys What makes people go on a journey?	Geography Focus
Year 6	Geography Focus	History: Crime and Punishment for one year only (2022-2023) Then, The Maya Civilisation from September 2023 Why should we remember the Maya?	Geography Focus	History: The Ancient Greeks What did the Greeks do for us?	Geography Focus	History: The Impact of War Did WWI or WWII have the biggest impact on our locality?

3. Content and delivery

3.1 Planning

At St Gabriel's School, we follow the 'Rising Stars' scheme of work to ensure the progression of skills and curriculum objectives are covered across the school. The curriculum is planned to engage and excite all our pupils and teaching to be effectively adapted for the children's' needs. Our long-term and medium-term plans outline the skills and themes covered each half-term for each key stage. These plans specify what we will teach and make sure an appropriate balance and distribution of work across each half-term. (Please see tables above for coverage)

3.2 Progress and Achievement

At St Gabriel's School the children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used where appropriate, for example peer marking, self-assessments, success criteria and the use of talk partners. Through these, both children and adults can recognise the progress and attainment of pupils' historical knowledge.

3.3 Assessment and Recording

The use of formative assessment is essential for the planning and adaptation of subsequent history lessons. At St Gabriel's School we ensure children are aware of the lesson objective and encouraged to assess their own understanding at the end of their lesson. This helps them to understand their strengths, the progress they have made and where they need further support and guidance. Feedback is given to the children in the form of effective marking or verbal feedback. A summative assessment is also completed at the end of each unit of work along with ongoing teacher assessment throughout the unit to identify which children are working towards, working at, or working above age-related expectations.

3.4 Resources

The history subject leader is responsible for ensuring history resources are maintained; there are a range of age-appropriate resources to support the teaching and learning of history, which are easily accessible in the school. We have access to a wide range of secondary sources, such as textbooks and access to the internet (as a class on the interactive board or independently using laptops/iPads).

Visits are planned to enrich children's learning and give them hands on experiences which are not always possible within the classroom environment.

People with expertise or an interest in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members or representatives of the local community.

3.5 Non-negotiables

- History should be taught following the 'Rising Stars' scheme of work where teachers make adaptations where appropriate.
- Teachers are to monitor children's progress during and at the end of each history unit taught. Children will be recorded either as: working below, working at, or working above age-related expectations.
- History books should be red.
- History timeline stuck on the inside of front cover.
- Unit cover sheet at the start of each unit with vocab, L.Os and big question.
- Learning Objectives on unit cover should begin with 'To..'
- A 'What I have learnt' section to be done at the end of each unit linked to the big question for the topic.
- All work should be dated with a number for the L.O being covered.
- Aim to have an experience day or trip linked to history each year.
- Red border around history displays.
- Vocab to be displayed.
- If there is a book linked to the unit, this can be displayed, or cover copied for display.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the history policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that history is taught consistently across the school.

4.3 Staff

The history subject leader Mrs S Maguire (currently on maternity leave) is responsible for the monitoring of the implementation of this policy. Temporary leads are Mrs R Schauer and Mrs S Keating. They are responsible for the monitoring of the standards of children's work and of the quality of teaching in history. The subject leader is also responsible for supporting colleagues in the teaching of history, being informed about current developments and competitions in the subject and providing a strategic lead and direction for the subject in the school. The leader should report to the Head teacher on the success of the policy and to the governing body upon its review.

4.4 Pupils

Pupils are expected to engage fully in history lessons.

5. Monitoring arrangements

The delivery of history is monitored by Mrs S Maguire (Class Teacher and History Lead) through:

Half termly monitoring arrangements, such as book scrutiny, learning walks, lesson observations, sampling children's work, planning and pupil interviews/questionnaires.

This policy will be reviewed by Mrs. S Maguire (Class Teacher and History Lead) and Mr E. Byrne (Headteacher) annually. At every review, the policy will be approved by the governing body and the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- Geography policy.
- English Policy
- Art and Design Policy
- Design and Technology Policy

Signed:

Mr. E. Byrne
Headteacher

Mr. M. Mitchell
Chairman of Governors

Mrs S Maguire (Mrs R Schauer and Mrs S Keating)
Class teacher and History Leader

Date: September 2023-2024

Review Date: September 2024