



St Anne's Catholic Primary School

*"Teachers teach History to those who will make
History"*



History Policy 2021

Marina Crescent

Huyton Liverpool

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Intent:

In St Anne's Catholic Primary School, we shape our curriculum to ensure it is fully inclusive to every child. We strive to **INSPIRE** all children by immersing them into the history of Britain and how it has influenced and has been influenced by the wider world.

Implement:

In St Anne's Catholic Primary School through the support of specialist teaching we will ensure that all pupils fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills. We **implement** this through the progressive curriculum that is supported by the Rising Stars Voyagers scheme of work and the Historical Association to support the delivery of enquiry. We use the golden threads 'significance and legacy', 'travel and exploration' and 'arts and architecture' from EYFS to Y6 to embed the historical concepts, knowledge and skills. We used the golden threads to inspire our children to make links between periods of History.

Impact:

The **impact** and measure of this is to ensure that children leave St Anne's Catholic Primary School, equipped with historical skills and knowledge that enable them to be ready at KS3 and in later adult life. We know in St Anne's that the more children know about life in the past, the better equipped they are for the future. We want the children to have thoroughly enjoyed learning History, therefore encouraging them to undertake new life experiences now and in the future.

Aims

The National Curriculum for History aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1 Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events; people and places in their own locality.

Key Stage 2 Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the two following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece - a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching and Learning

The expectation is that Learning and Teaching styles will differ from each lesson and will be flexible and adapted to address the needs and wants of the children and the needs and wants of the subject being taught. Teachers use the progressive curriculum that is supported by the Rising Stars Voyagers scheme of work to deliver lessons. This allows us to fulfil the requirements of the National Curriculum for History. Teachers then use the 'Progression for History' document in order to develop children's skills, concepts and knowledge as Historians. As far as possible, History should be biased towards practical lessons, with artefacts and drama playing a key part to develop Speech and Language within the school. At St Anne's Primary School, we utilise many learning and teaching styles. We use a variety of ways to deliver the History curriculum. It will be taught through themed based lessons alongside and within other curriculum subjects by maximising cross curricular links.

Cross curricular links

In St Anne's Catholic Primary School, we intend to enhance our History curriculum through all of our other subjects by using a theme based approach. This includes links to English, Maths, Computing, and Geography in addition to discrete History lessons.

Inclusion and Differentiation

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Therefore teacher planning should be adapted when appropriate to support all children's needs.

Equal opportunities

It is the responsibility of all staff at St Anne's Catholic Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the History curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the school's Single Equality Policy.

Enrichment opportunities

We at St Anne's Catholic Primary School believe that educational visits in addition to visitors in school, can enhance the learning of History, and we take advantage of this using places and facilities available locally. This list is by no means exhaustive, and will be added to as and when appropriate.

- World Museum,
- Liverpool Beatles Museum
- Maritime Museum
- Prescott Clock Museum
- Labour History Museum
- Central Library
- Liverpool Town Hall
- Walker Art Gallery
- Tate Gallery
- Liverpool Docks
- Albert Dock
- Metropolitan Cathedral
- Anglican Cathedral
- Speke Hall
- Croxteth Hall

Community Links

History at St Anne's Catholic Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local heritage; to develop a sense of pride in their community ensuring they are willing and able to protect the history, environment and culture for future generations.

Assessment

Children are continually assessed through observation by the teacher when they are working individually or in groups, questioning, discussion and listening. Written work and other materials produced by the children are assessed after discussion between teacher and pupil, but evidence will also be photographic and on classroom displays. The schools marking policy is followed and the marking code is displayed on front of all the children's books. At St Anne's Catholic Primary School, we aim to ensure that children's learning opportunities are always maximised through next step marking. Children respond to the marking either through discussion or in writing. Quick quizzes are used regularly in class to assess children's prior knowledge and to develop their working memory.

Monitoring and evaluating

The children's progression is monitored through half termly assessments and data is inputted on Otrack to be analysed and used to inform future teaching. Teachers are then responsible to provide interventions where appropriate to support children's needs and plug any gaps in learning. As a History subject leader, a structured cycle of planning and work scrutiny, observations, and pupils, parent and staff interviews will provide information to judge the effectiveness of the subject as well as future development points. Curricular development is linked to the SIP and performance management cycle where necessary, and as a subject leader we report to the Governing Body as part of the curricular review and development process.

Role of History Subject Leader

- To keep informed and to disperse information to staff about curriculum development in History.
- To encourage a whole school approach to History in the context of National Curriculum requirements.
- To maintain a record of topics covered by each class during the school year.
- To produce and update after consultation, a policy document for History.
To organise when appropriate, school based INSET for staff.
- To submit requests for updating and renewal of History materials within financial restrictions.
- To support the whole school focus in Reading, Writing and Maths.
- To provide and support staff in arranging enhancement opportunities

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St Anne's History...

I mmerses

N ew sources of information

S ignificant

P ast

I nterpret

R elationships

E nquiry

S tory telling

Miss E Williams

History Lead

2021