



# SAINT JAMES'

Church of England School  
Nursery & Pre School



## History Policy

This policy has been adopted by the governing body of  
St James' CofE Primary School.  
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

### Vision Statement

Walking hand in hand with  
Jesus, fulfilling the potential  
God has given us



 St James'  
CofE Primary School

### Mission Statement

Through him we learn to live  
abundant lives, especially treasuring  
the values of **friendship, trust,**  
**thankfulness, respect, forgiveness,**  
**hope and courage.**



 St James'  
CofE Primary School

### Mission Aim



At St James' CofE Primary School, the  
Christian (and indeed inclusive human)  
values **"friendship, trust, thankfulness,**  
**respect, forgiveness, hope and courage"**  
inform our whole life together.

They were chosen in dialogue with the local  
community which identified them as  
exceptionally meaningful and valuable.  
Therefore, as a school community, we are  
committed to living these out and modelling  
them every day in each and every activity.

 St James'  
CofE Primary School

## History Policy

- **The History curriculum aims to achieve:**

The history lead has worked in partnership with the curriculum lead and LDST colleagues to construct a history curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited by history, to know more, remember more and do more because of their engagement in exciting history lessons. In line with our reading intent, we have ensured all pupils read widely and often, including regular opportunities to practice their comprehension skills, appropriate to their age or ability. Ultimately, we want pupils to be historians and to be inspired in their learning and to learn from and appreciate the experiences of past and understand the significance of those events today. To give them the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study History beyond the primary curriculum by the time they leave year 6.

- **Links to St James' whole school curriculum intent:**

### Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

- Educating for **hope** and **aspiration**.
- Educating for **community** and **living well together**.
- Educating for **dignity** and **respect**.
- Educating for **wisdom**, **knowledge** and **skills**.

The history curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world and world events pupils will become more aware of community and how different cultures, civilisations live together.

### History Intent

**Knowledge, wisdom, skills** - History is all about the gaining of knowledge. Following the needs of our pupils we focus on learning subject specific vocabulary in context, reading skills, analysing a historical source of information. Skills in debating, discussion, thinking about how reliable a source of evidence might be. Linking history to geography, RE, reading, writing and oracy, including the use of Speak its. Wisdom can also be gained for the future – history for us isn't just about learning about the past, it's learning from the past. Reading about the follies of mankind and thinking about how this influences the present or the future. Thinking about the plague – have we had the wisdom to learn from this when thinking about coronavirus?

**Hope and aspiration** – To inspire pupils to aspire to be Historians and to learn more about the past. To DREAM BIG and visit the places that they study e.g. Stonehenge, Roman Baths, York – Jorvik Centre, Hampton Court Palace, London. To give the pupils hope for the future – to see how far civilisations have come and progressed and to learn from the mistakes in the past.

For example, have we learned more from the mistakes made during the Great Plague in the wake of the coronavirus? Have we got further to go?

Links to the geography curriculum so that pupils understand we are studying historical places in different countries and different continents.

**Community and Living well together** - To see how different cultures, empires and civilisations have run and organised their societies. What has gone well and what hasn't always gone so well? Civil Rights

movement – Racism, discrimination and in cases where they haven't always gone so well linking this to our school values and restorative practice. Using the opportunities presented to us in History to further develop our school community.

**Dignity and respect** – Respecting different societies and cultures from the past. Taking into consideration our RE curriculum aims, we encounter and learn about different religions within our history curriculum – Paganism, Islam. Understanding and respecting difference. Showing respect for historical places/objects/artifacts as revered opportunities for learning.

- **Long term planning and curriculum design:**

The History curriculum is coherently planned and sequenced towards clearly defined national curriculum end points. The curriculum lead and subject lead work in partnership to ensure that there is full coverage of all national curriculum end points across school. Across KS1 pupils study units of work which cover topics of history within living memory and beyond living memory. From the end of Y2 – Y6 pupils study topics in History chronological from Dinosaurs/Stone Age – 20th Century conflicts. Units from KS1 and KS2 are linked through core historical concepts for example the notion of kingship and monarchy in The Battle for Wigan Lane - which takes place after the execution of Charles 1st in Year 2 will feel very different to the concept of the absolute monarchy of Henry VIII in Year 5.

The national curriculum is covered by the end of year 5 and this provides the opportunity to go beyond the curriculum in year 6 by learning about units of work that are appropriate to the local area and the needs of our pupils. We have pupils from different backgrounds and religions, so learning about the Civil Rights movement is incredibly important for us as a school, they learn about the industrial revolution – locally we have the museum of science and industry in Manchester where they can go and look at the cotton mill. When they study 20th century conflict, pupils have opportunities to study the impact of WW2 and complete local project.

- **How the curriculum is sequenced towards clearly identified endpoints:**

The curriculum and history lead work in partnership to ensure full coverage of the history national curriculum is taught progressively across school. All units are mapped against the national curriculum.

Topics are sequenced chronologically in KS2 whereas topics in KS1 are focused on events within and beyond living memory. The History curriculum Year 1 has more of a focus within living memory whereas the focus in Year 2 is beyond living memory.

### **History Implementation**

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning. Each lesson begins with reviewing prior learning before starting new learning with retrieval practice. This is done through a physical quiz in books in KS2, but it directed through teacher questioning in Y1 and Y2 – working towards a physical quiz in Y2. Pupils should understand a variety of new concepts and words by the end of a topic.

- **What a typical history lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin by examining the working wall. Looking at what we know, the subject specific vocabulary we want pupils to learn and what the pupils have learned by the end of the lesson and between lessons (KWL walls). Teachers will review the subject specific vocabulary already learned, including 'actions' to support them in learning these key words. Pupils will then complete a retrieval quiz looking at the prior learning before moving on to their new learning. Lessons are very

visual, consisting of reading texts, examining historical evidence, debates, and discussions, they also include the use of artefacts and virtual media links. In KS2 pupils typically follow a read to write model. At the end of the session the learning is reviewed, and new vocabulary correctly defined by pupils is moved to the learned section of the working wall, acting as feedback and celebrating success. Finally, pupils complete their sticky knowledge – writing facts they have learned, remembered, and know more about during the session.

- **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our KWL working walls supports teacher's assessment of progress and enables pupils to celebrate successes. Progress is reviewed each lesson through the use of key questions and 'sticky knowledge' work. Analysis of differences between pre-learning and post-learning provide teachers and pupils with impact measures of teaching and learning within the unit of work. Use of the end of unit quiz and end of academic year quiz will demonstrate that children have known more, remember more and can do more relating to the key facts. (For each year group key questions linked to core concepts taught over 3 units of work are chosen, providing pupils with the opportunity to demonstrate they have retained core knowledge from each unit taught). When pupils transition to higher education they will have a core set of historical facts that they can apply to future learning.

- **How the history curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

The history curriculum has been intelligently designed to meet in the needs of all our pupils in line with the current school key priorities. Our history curriculum is vocabulary rich and incorporates a wide variety of reading opportunities. We have ensured all pupils have access to a wide variety of literature. Using MYON teachers are able to set reading projects for all pupils; pupils are also able to access subject specific books for themselves – MYON books will even read themselves to pupils and parents who find reading difficult, including SEND pupils and pupils with English as an additional language. MYON is used to transport books into homes of all children including the disadvantaged children, this provides pupils with a home library, enabling them to access information that they wouldn't necessarily have access to at home.

All class teachers are aware of the disadvantaged and SEND pupils and incorporate their needs into intelligent lesson design. Use of quality first teaching within all lesson design ensures learning is visual, kinaesthetic (by putting actions to vocabulary) and engaging for all pupils.

Subject leads access training from SEND colleagues to support pupils with specific difficulties, ensuring they have access to a full curriculum.

Use of Knowledge Based Organisers support both parents and pupils in understanding subject specific vocabulary and promoting engagement, especially in home projects, within which our families excel.

### History Impact

- **Overview of history assessment procedures, including the expectations of teachers using both formative and summative assessment:**

Formative assessment includes – teacher questioning (open and closes questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions and sticky knowledge.

Summative Assessment includes. Pre and post Learning from Y1 to Y6. Y2 complete an extended piece of writing, Y3 – Y6 write end of unit essays. All teachers record end of unit pupil attainment (WTS, EXS or GDS). The subject lead collates and analyses the data, which informs the history action plan.

- **Monitoring arrangements, including the impact:**
- Action plan – impact of actions taken, reported termly to governors
- Inclusion on MER calendar – lesson observations supported by curriculum lead;

- Book looks – marking & feedback;
- Pupil voice;
- Learning walks;
- Analysis of assessment data;
- Annual review of policy and practices.

We aim to inspire a love of History by bringing history to life through engagement with exciting and informative visits and visitors, for example if we visited the World Museum because we were studying the Ancient Greeks, we would also take the opportunity to look at artifacts related to the Ancient Egyptians or the Shang Dynasty – making the most of these opportunities.

- **How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

We aim to develop and enhance our subject leads personal interest and passion in history through:

- high quality continual professional development (CPD);
- networking opportunities;
- engagement with the curriculum lead;
- staff library – signposting research literature;
- performance management discussions.

We aim to ensure all staff history knowledge is up to date through:

- high quality CPD;
- staff library – signposting research literature;
- provision of effective resources;
- engagement with subject lead;
- networking opportunities.

*To be read in conjunction with History Long Term Plan and History Concept Map.*