

History Policy



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS:

Amended by Lead: January 2024

RESPONSIBLE PERSON: History Subject Lead

Intent

At Our Lady & St. Oswald's Catholic Primary school, we want our children to be both fascinated about the history of the world and the people who have helped shape it and through this, gain a coherent understanding of Britain's past and that of the wider world. Through our language rich curriculum curiosity, in the past, will be fostered which should last for the rest of their lives. Through perceptive questioning and thinking critically about the use of sources to support their own opinions, our children should know about the wealth of history that surrounds them in their own locality how people's lives have changed, how diverse places and societies were in the past and the challenges that were faced.

Our Key Stones

At Our Lady & St. Oswald's Catholic Primary School, we build our curriculum on four keystones: Locality, Faith, Health and Values.

Locality: We will aim to develop the pupils' knowledge and understanding of their locality and their place within in, providing opportunities for learning within and outside the classroom. We will foster an attitude of care and respect where children understand how actions and decisions impact upon their local communities and beyond, where History will drive our topic themed curriculum.

Faith: Pupils will learn how to play their part as a member of a community and think of their place locally, nationally and globally. Our school is proud to be part of the Christian community and we aim to explore Catholic beliefs and practices, develop a sense of community spirit, celebrate diversity and help pupils understand their place in the world.

Health: It is important that all members of our school community are healthy both physically and mentally. Throughout our curriculum and extra-curricular provision, we will seek opportunities to encourage children to lead a healthy lifestyle and to help pupils develop the physical and mental strength to be successful and happy. This way pupils can cope wisely when things go wrong, build resilience and independence and are open to a variety of approaches that lead to fulfilment and future aspiration.

Values: As a values based school we actively promote citizenship values and gospel values. With a core focus on positive, healthy relationships that are built on dignity and respect. Our children are encouraged to be active members that's participate in a range of communities, valuing and preciousness of each person, treating each person as a unique individual and celebrating differences, enable people to flourish together.

Characteristics of a Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very 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, formulating 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 and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

This Policy resulting units of work, has been developed with reflection upon the National Curriculum (2014) and Chris Quigley's Essential Curriculum.

History Curriculum Planning

At Our Lady & St Oswald's Catholic Primary School, we use Chris Quigley Essentials as the basis for our curriculum planning. This ensures that all our children, whether in mixed-aged classes or in separate year groups can progress and achieve equally. We have adapted the Essentials Curriculum to the local circumstances of the school i.e. we make use of the local history both in our Geographical area and in the people we study. When selecting areas to study, Our medium term plans follow the National Curriculum and, for progression, the Chris Quigley Essentials Curriculum and give details of each unit of work for each term. As we largely follow a creative curriculum we combine the History study with work in other subjects. The History subject lead reviews these plans on a yearly basis.

Each class teacher created a Knowledge Organiser for each unit and creates a plan for each lesson. Plans list specific learning challenge and success criteria. The class teacher retains the plans, and can discuss them with the History Lead Teacher on an informal basis when needed.

At Our Lady & St. Oswald's Catholic Primary School we plan the units in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit, and, through planned progression

built into each unit, we offer them an increasing challenge as they move up the school.

History work is marked in accordance with the schools marking policy. Teachers use this to inform future planning.

Mixed Classes

We use the National Curriculum and Chris Quigley Essentials Curriculum as the basis for our medium-term plans. As we have mixed classes, we provide suitable learning opportunities for all children to ensure they receive full coverage of the subject.

Foundation Stage

History makes a contribution to the Early Learning Goals (ELGs) People and Communities by developing a child's knowledge and understanding of History through activities such as talking about past and present events and people in their lives, role play and investigation and singing songs from other communities and traditions.

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

These key concepts or as we like to explain them to children – learning hooks, underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

For the Overview of Topics from EYFS – Y6, please see appendix 1.

For Concepts and Components overview please see appendix 2.

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Key Skills	Years 1 and 2	Years 3 and 4	Years 5 and 6
Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas

		• Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Communicate historically	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard

	• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		in order to communicate information about the past. • Use original ways to present information and ideas.
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Fieldwork

At Our Lady & St. Oswald's Catholic Primary School we believe in a real 'hands on' approach to the teaching of History, aiming to bring History 'to life' through the use of off-site visits, visits from experts and the use of drama as a highly effective tool for teaching History. For each topic, we aim to have either an appropriate off-site visit or visitor into school that will enhance the children's learning in the area of study.

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. Oswestry Town Train, Wilfred Owen Memorial, Park Hall Trenches, Vikings at Tatton Park etc.

All classes' units reflect the need for field work to start in the local area and move further away the higher up the school the children progress.

When planning and taking children out of the school on any fieldwork activities the teachers follow the Educational Visits procedures and paperwork. Please see the EV policy for details.

Use of ICT

At Our Lady & St. Oswald's Catholic Primary School we believe in children having the opportunity to find out about past historical events and people through the use of ICT e.g. internet research and online resources such as videos and historical websites. Also, children are encouraged to show their historical knowledge of a period, event or person studied in a range of ways including the use of ICT e.g. PowerPoint presentation, video etc.

Teaching History children with Special Educational Needs

At Our Lady & St. Oswald's Catholic Primary School we teach History to all children and ensure that work is appropriately differentiated for children with Special Educational Needs or that they receive a different level of support with their work. Often teachers will ask teaching assistants to go through relevant word banks with Special Educational Needs children prior to a topic. In addition, as we believe in a cross-curricular approach to teaching History, all children, including those with Special Educational Needs, will have the opportunity to demonstrate their understanding through other subject areas too e.g. art or music.

Resources

At Our Lady & St. Oswald's Catholic Primary School our topics are resourced through our in-school 'topic box collections', which contain a range of artefacts, books, pictures etc. that can all be used to enhance the teaching of History throughout the school. In addition to this, class teachers order 'topic box collections' from the Shropshire Library Service that are linked to reading ages of the children in class and yet another valuable resource.

Impact

Assessment

Pupil's progress is assessed and monitored during the year through normal teacher planning and observations. Assessment will be gathered from observations, questions, marking and self-assessment. Teachers will also use the 'Milestones' document from Chris Quigley Essentials to identify and give a clear picture of each child's achievements and areas of development. This information will be passed onto parents in the annual school report.

Through the explicit teaching of History skills and knowledge, both the teachers and the pupils assess their learning continuously throughout the lesson. At the beginning of a unit the children will complete a COLD TASK, to assess their initial understanding and knowledge. This will support the teacher in targeting planning to focus and drive learning on. At the end of the unit, pupils will complete a HOT TASK, known as a POP task (Proof of Progress) to reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

The role of the History Lead

- To develop and maintain the quality of History teaching throughout the school.
- Promote History good practice throughout the school - support and extend good practice among your colleagues in their classes.
- To prepare the school's History curriculum policy document.
- Set a good example of classroom practice.
- Be involved in long-term planning for the whole school.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning (schemes of work) throughout the school.
- To keep up to date with curriculum changes through ongoing CPD.
- To provide staff with information about CPD, to ensure all staff have up to date training.
- Provide guidance to all members of staff.
- Maintain an up-to-date stock of resources and equipment and make available to staff.
- Monitor and evaluate History in school.

Monitoring

In order to ensure continuity in both planning and the quality of the work a rigorous monitoring timetable involving both S.L.T and governors is in place. This includes:

- Learning Walks will take place at least once a year.
- Regular “drop in’s” take place across the year.
- Book scrutinies will take place at least once a term.
- Pupil conferencing will also take place termly.

Governance

The governors maintain an overview of the all of the curriculum areas through Full Board meetings held three times a year in which the RE Curriculum & Standards committee report their findings. During the RE Curriculum & Standards committee meetings, the committee members are able to question the History Lead Teacher on the progress of the Action Plan, the key developments and next steps. These are then reported to the Full Board.

The RE Curriculum & Standards committee will review this policy in two years and then pass to the Full Board for ratification.

Amended by: A. Stowell: **January 2024**

To be reviewed: January 2026

Appendix 1 - Whole School Long Term Plan

Class <i>(Year Groups)</i>	Cycle A 2024-2025			Cycle B 2023-2024		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
St. Bernadette <i>(YR/Y1)</i>	People Who Help Us! Healthy Bodies & Healthy Minds Healthcare and Medicine	Our School and Oswestry Landmarks Buildings & Towns	Castles & Dragons Settlements Conflict & Invasion Significant Landmarks Power and Boundaries	Down in the woods Settlements Healthy Bodies & Healthy Minds Sustainability / Forest Schools Resilience and Adaptability	Oi!! Get off my train Trade/Travel/Transport Significant People	Seaside Landmarks Buildings & Towns Social Class
St. Francis <i>(Y1/Y2)</i>	(Fire, Fire!) Great Fire of London Settlements Building and Towns Government and Citizenship Social Class	Food, Glorious Food. Healthy bodies, healthy minds Food and lifestyle Farming and fair trade	Kings, Queens Democracy Legacy Power and Boundaries	Jungle Explorers Diversity Forest Schools (Sustainability) Residence & Adaptability	Down on the farm Settlements Links to the War at Park Hall Farm Residence & Adaptability Food and Lifestyle	Around the World Trade/ Travel / Transport Landmarks/buildings and towns Festivals and celebrations

Class <i>(Year Groups)</i>	Cycle A 2024-2025			Cycle B 2023-2024		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
St. Anthony <i>(Y3/Y4)</i>	Vile Victorians Food & Lifestyles Crime & Punishment Social Class Buildings & Towns	Hook Fang's Hillfort Home Settlements Conflict / Invasion (weapons) Farming	Terrible Tudors Conflict Beliefs Power and Boundaries Food & Lifestyle	Arctic Explorers Healthy Bodies & Healthy Minds Healthcare and Medicine Significant people (Travel) Resilience & Adaptability	Egyptians Gods and Rituals Beliefs Crime & Punishment Food & Lifestyles	Amazing Amazon Settlements Diversity Farming and Fairtrade
St. Martin <i>(Y4/Y5)</i>	Earthquakes Settlements Legacy Landmarks Resilience and Adaptability	Gruesome Greeks Democracy Beliefs Power & Boundaries Gods & Rituals	Wonderful Water Landmarks Sustainability Healthy Bodies & Healthy Minds Resilience and Adaptability	Vicious Vikings Power and Boundaries Beliefs War & Battles Trade / Transport	Oswestry our Market Town Settlements Farming and Fairtrade Buildings and Towns Government and Citizenship	Rotten Romans Conflict & Invasion Power & Boundaries War / Battles

St. Therese (Y6)	Wilfred Owen's War Conflict & Invasion Resilience and Adaptability Healthcare and Medicine Food & Lifestyle Government and Citizenship	Children of the Benin Kingdom Landmarks Trade/Travel/ Transport Conflict & Invasion Government and Citizenship Power & Boundaries Gods & Rituals	Violent Volcanoes and Mighty Mountains Settlements Legacy Beliefs Buildings and Towns Trade/Travel/ Transport
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Basic Fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding area will be completed during Forest School's sessions. Robust time table with school garden and pond area to be included.

Year 3/4

Fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods.

Year 4/5

Fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including fieldwork experiences during Residential.

Year 6

Fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including fieldwork experiences during Residential.

Red = Oswestry Local Area

Blue = **Geography** Vocabulary skills and fieldwork