



*Holy Rood Catholic
Primary School, Swindon.*



History Policy



School Vision

Belong

At Holy Rood Catholic Primary School, we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others. A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world. Children's Mission Statement:

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History@HolyRoodPrimary
Belief + Hard Work + Understanding = Success

Intent:

At Holy Rood Primary School, we ensure our school implements strategies to ensure history is taught to a high standard throughout the school and children leave the school aware of the key events, movements and historical periods that have shaped our modern world.

We value history as an important part of the National Curriculum. The purpose of history teaching at Holy Rood Primary School is to inspire children's curiosity and interest about the past and the lessons that it can teach us today.

We aim to equip children with the skills to be effective historians using a carefully planned curriculum in order to develop their knowledge and understanding through the study of people, events, beliefs and inventions.

Our history teaching motivates children to find out about the values held by previous civilisations, both ancient and modern, and to compare, contrast and identify similarities.

We aim for all pupils:

- to understand British history as a coherent, chronological narrative and to know how Britain influenced and was influenced by the wider world;
- to have an awareness of significant aspects of world history, including the achievements of ancient civilisations; to understand that these historical periods ran concurrently with other periods of British history;
- to have a growing historical vocabulary; to be able to use historical terms confidently and appropriately;
- to understand historical concepts such as continuity and change, cause and consequence; to be able to apply these concepts to their own learning in order to reason and draw conclusions.

- to frame their own historically valid questions and undertake their own historical enquiries;
- to have an understanding of local history in order to foster a sense of belonging and heritage; to be able to make links between local history and the wider historical context of the time.
- to have an appreciation of historical contributions made by members of the Black British community.

Implementation

Structure of the Curriculum

At Holy Rood Primary School, our history curriculum follows the content and objectives of the National Curriculum for England and Wales. The whole school progression map (Appendix A) defines the skills that will be taught in each year group, identifying small steps of progression to enable children to develop and secure these skills year on year.

History is taught as part of wider enquiry-based learning. In each term of the year, children will use history, geography, art and design skills to help them answer a 'Big Question'. In some terms, history is taught in order to support geographical concepts such as environmental change; in other terms, a historical period will itself be the main focus. Children are encouraged, through easily recognisable resources and explicit teaching, to understand when they are studying history and know what it means to 'think like historians'.

Great use is made of Swindon's rich and varied social history and our own historic lower school building in order to develop the children's understanding of key events, places and times that shaped the town in which we live.

Planning

When planning enquiry-based learning, teachers are mindful of the history skills and knowledge that children need to learn within each year group. Following an engaging launch lesson, children are given the opportunity to generate their own questions or ‘wonderings’ about the enquiry Big Question. These wonderings are recorded on a title page in the children’s books. Teachers then develop a child-led plan, identifying opportunities to match curriculum skills and objectives to the children’s areas of curiosity. Planning is recorded on a termly Medium Term Plan (Appendix B), which identifies the specific skills to be taught within each lesson.

Teaching and Learning

While taught as part of enquiry-based learning, history lessons at Holy Rood are clearly identifiable to children through recognisable resources and explicit teaching. Lessons begin with an initial ‘hook’ to capture children’s attention and prompt curiosity and engagement.

Vocabulary is a key part of history teaching. All lessons include explicit teaching of new vocabulary, both specific historical terms and also tier 2 vocabulary that children will need in order to articulate their ideas. Where possible, teachers take the opportunity to pre-teach vocabulary in order to support learners, particularly our many children who speak English as an additional language. Links are also made where possible through thematic texts during daily guided reading, in order to familiarise children with key vocabulary and language structures. Children are encouraged to make links with prior knowledge and identify similarities between words.

Lessons typically draw on a variety of resources, including text, video, artefacts, sources (both primary and secondary) and practical opportunities for children to experience aspects of life as it would have been lived in the past. Children also have opportunities to use geographical equipment, including maps, globes and digital mapping software to understand how places and journeys have changed over time.

Outcomes in children's books reflect the skills used during the lesson and allow children to look back and draw on prior learning to support them. Expectations for presentation are high: diagrams such as timelines should be drawn in pencil, coloured neatly and annotated correctly. It is expected that key vocabulary is spelled correctly and that fundamental rules of capitalisation and punctuation are followed. Where a younger child, or a child with SEN, is unable to express their learning fluently in writing, their attempts may be supplemented by annotations by an adult to reflect the child's verbal contribution. At the end of each session, children decide on their key learning from this lesson and add a note to the title page for this enquiry.

Assessment

Children's work in history is marked by the teacher, following the school's marking policy. Feedback given pertains to the historical aspect of the lesson and the child's understanding of the learning objective.

Assessment in history takes place after every lesson and is based on the teacher's assessment for learning. Assessments are recorded on an assessment sheet, which allows teachers to record when the lesson was taught and indicate whether the child was working towards the expected standard, met the expected standard or exceeded the expected standard.

Data from these sheets is collected at 3 points each year by the Foundation Subjects Curriculum Lead and analysed using an in-house Excel tool. This allows school leaders the opportunity to:

- identify children who require additional support in foundation subjects, perhaps in terms of language development or use of practical resources;
- identify those children who could be challenged further within this subject or offered additional enrichment opportunities;
- identify pockets of good practice within the school, which can be used to develop the practice of Early Career Teachers or those new to Holy Rood;



- identify and act upon weaker areas and make key decisions about staff CPD, curriculum content and purchase of resources.

Children's achievement in history is recorded on their Holy Rood Curriculum Passport, which builds up as an ongoing record of their learning in this subject.

Enrichment

History teaching is supported by trips to places of historical interest and by welcoming relevant visitors to the school. At the time of writing, such activities are subject to local and national COVID-19 restrictions.

Children's learning in history is also enhanced through access to high quality artefacts, both authentic and replica. We draw on loan box arrangements with local museums and cultural sites and borrow materials in order to bring the children's learning to life.

All children are issued with their own Holy Rood Curriculum Passport. This records not only their academic achievement in history but also their completion of the Holy Rood 42, a set of age-appropriate life experiences designed to supplement the children's class-based learning and that are facilitated during the school year. In each year group, at least one of these experiences is linked to the locality, in order to develop the children's sense of belonging and stewardship of places of historical significance. In addition, at least one of these experiences has a cultural link, intended to develop children's concept of our country's cultural traditions, practices and heritage.

Monitoring and further development of history

Monitoring of history is carried out by the history subject leader and the overall Foundation Subjects Curriculum Lead.

The subject leader monitors the implementation and impact of the history curriculum in the following ways:

- regular scrutiny of pupils' history work in enquiry books
- scrutiny of history planning to ensure adherence to the progression map
- analysis of history assessment data
- pupil voice interviews to gauge children's knowledge, confidence and engagement
- staff audits to identify the need for staff CPD

The expectations for the teaching of history are communicated to new members of staff as part of a comprehensive induction programme, typically delivered by the Foundation Subjects Curriculum Lead. Further CPD is provided through sessions during staff meetings and INSET days.

Opportunities are taken to share best practice with other schools through shared network meetings with local schools and through involvement with national special interest groups.

Information and updates are provided regularly to the Headteacher and Assistant Headteacher and to the link governor for history. This ensures that all school leaders have a realistic and timely awareness of the implementation and impact of the history curriculum.

Impact

As a result of a structured curriculum and effective planning, teaching and assessment, children at Holy Rood Primary School have a sound knowledge of the historical content taught to them to date.

Children have a strong sense of chronology. They can place historical periods in relation to other periods studied, making links to their learning in RE to establish whether events happened BC or AD. Younger children can express with confidence how they know the difference between the past and now. Older children understand that historical periods did not occur in isolation and can begin to compare what was happening in one part of the world with events in another during the same time period.

Children have developed their critical thinking skills and can make links with prior learning in history. They can discuss, at an age-appropriate level, concepts such as *invasion*, *conquest* and *conflict*. They are confident to use historical vocabulary and do so with growing accuracy.

Through extensive enquiry work, children are familiar with concepts such as sequencing, comparing and contrasting events in history. They can, with support, define and apply criteria for determining the usefulness of a source and express their reasoning clearly. Children can communicate their learning effectively in a variety of ways, including through writing, art, diagrams, models and drama.

Children make cross-curricular links to history and can use their historical knowledge as a conceptual backdrop to their study of other subjects. They can write at length about historical events or ways of life, applying this knowledge to the writing genres taught within our English curriculum.

Children at Holy Rood develop an enthusiasm for history and leave Year 6 with the knowledge and skills required to be effective students of history at Key Stage 3 and beyond.