

St Benedict's History Policy

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

"Enjoying our rights and fulfilling our dreams"

We believe that by understanding their own rights, children learn to respect and value the rights of others.

We aim for our children to be:

- Ambitious-To have a strong desire to achieve
- Resilient- To have the ability to withstand and bounce back from difficult life events
- Respectful- To behave in a way that shows you care about your own rights and the rights of others, the local and global community and environment.

The following articles underline our Aims;

Article 3

"The best interests of the child must be a top priority in all our actions."

Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

Policy Aims

This policy should be read in conjunction with St Benedict's Teaching, Learning and Assessment Policy and the History Progression Map.

This History Policy focuses on the details of our History curriculum:

- ❖ Intent: What is our vision for History?
- ❖ Implementation: How do we organise and deliver our History Curriculum?
- ❖ Impact: How do we know our History Curriculum is successful?

This policy promotes best practice and establishes consistency in History across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Article 29 of the UN Children's Rights states,

'Education must develop every child's personality, talents and abilities to the full.'

Part 1: Intent

What is our vision for History?

The starting point for our curriculum at St. Benedict's Primary School is our children. Language and literacy are at the heart of our curriculum and is the basis from which all other subjects evolve. We therefore aim to develop the children's historical knowledge and skills through a connected and language rich curriculum

Our vision is for all pupils to be confident and competent historians. Our historians have an age-appropriate and growing understanding of historical aspects they gain a knowledge and understanding of Britain's past and that of the wider world, they ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim for our children to be; successful learners, responsible and rights respecting citizens and confident individuals.

The overarching aims for History in the national curriculum are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Part 2 Implementation

How do we organise and deliver our History Curriculum?

Our History Curriculum is organised across the year as follows:

	Autumn	Summer
Year 1	Childhood Our past experience	School Days Our school history
Year 2	Movers and Shakers Significant people	Magnificent Monarchs Significant British monarchs

St Benedict's History Policy

Year 3	Through the Ages Stone Age – Iron Age	Emperors and Empires Roman Britain
Year 4	Invasion Anglo Saxon Britain	Ancient Civilizations Sumer, Indus Valley, Egyptians
Year 5	Dynamic Dynasties Ancient China	Ground Breaking Greeks Ancient Greece
Year 6	Maafa African Kingdoms and slave trade	Britain at War WWI and WWII

Why do we teach it in this order?

Our history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.

Year 1

In Year 1, children begin the autumn term by studying the project *Childhood*. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project *School Days*. This project enables children to learn about the history of our school and compare schooling in the Victorian period to nowadays.

Year 2

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project *Movers and Shakers*. This project explores the concept of significance and the significant people that have greatly influenced history. They look at John Cadbury and visit Cadbury World. In the summer term, children study the project *Magnificent Monarchs*. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Year 3

In Year 3, children begin the autumn term by studying the chronology of British history in the project *Through the Ages*. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. They visit Sarehole Mill. In the summer term, children continue to develop their knowledge of the chronology of British history in the project *Emperors and Empires*. The project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

Year 4

In the autumn term of Year 4, children resume their learning about British history in the project *Invasion*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. Tamworth Castle provides a local history link for

this project. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project *Ancient Civilisations*. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Year 5

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. They visit the British Museum to view artefacts.

Year 6

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. Children look at the impact of the second world war on Birmingham specifically through researching The Blitz in Birmingham and Birmingham's evacuees. They learn about the role of Muslim soldiers in world war 1. They have an online workshop from Cosford Museum. Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Celebrating significant people from History

Each half term, all classes focus on a significant person from history. These are directed by the History Leader. The person will be introduced by looking at an inspirational quote and finding out key facts about their life and achievement early in the half term. Pupils will then revisit this information through Retrieval Practice on a regular basis. The aim is to develop a growing knowledge of a diverse range of significant and inspirational people.

Planning and Preparation

Medium-Term Planning is based on the Cornerstones Maestro. Each unit of work is structured around the 'Four Cornerstones'

Engage

- 'Hooks' learners in with a memorable experience.
- Sets the scene and provide the context for learning.
- Asks questions to find out children's interests.

Develop

- Teaching facts and information for deeper understanding and knowledge.
- Demonstrate new skills and allow time for consolidation.
- Provide creative opportunities for making and doing.

Innovate

- Imaginative scenarios that encourage creative thinking.
- Enables children to apply previously learned skills.
- Encourages enterprise and independent thinking.

Express

- The environment for reflective talk.
- Creates opportunities for shared evaluation.
- Celebrates and share children's success.
- Identifies next steps for learning.

Year groups plan collaboratively and in advance so that resources are shared and time is well-managed.

By being well-prepared for lessons (secure subject specific knowledge and planning the means of delivery and participation) teachers are able to free up Working Memory and focus more **perceptively** and **attentively** on pupils.

Teacher preparation should focus on:

- **Exemplar answers**

What will the answers be to the questions? What will an exemplary answer look like? Debating this prior to lessons is excellent professional development and frees up space in the working memory during lessons.

- **Misconceptions**

What errors are pupils most likely to make? How can these be overcome?

- **Means of Participation**

How will pupils be engaged?

How long will be spent on each segment?

How will pupils understand the links between each section of the lesson? (Segues)

- **Sharing or Co-constructing Learning Objectives and Success Criteria**

A skill or knowledge-based objective needs to be clear and built into the plan.

This should be a generic objective, rather than just specific to the lesson so that the knowledge and skills are transferable. Co-constructing the Success Criteria with pupils gives them ownership of their learning. The Learning Objective and Success criteria should provide the basis of feedback given.

Lesson Structure and Pace

Our curriculum aims for a mastery of **deep knowledge**. New or abstract concepts will need to be explicitly taught through concrete examples and representations. Pupils then need time to practise this and apply it to other examples so the knowledge is transferred.

Lesson structures will vary depending on the subject knowledge and skills being taught.

Typically, History lessons will include the following elements:

Research, discussion and presenting information.

Pupils use a range of sources to explore and understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Appropriate to their age, they are taught the key skills to describe, answer and ask questions, analyse and make deductions, sequence and present information.

Instructional teaching:

- I do - teachers explicitly teach and model or represent a new concept. Pupils will observe or may be asked to take notes. Pupils are not asked questions at this point in the lesson.
- We do - teachers engage pupils in reviewing knowledge together. Teachers may demonstrate tackling a new problem and draw on pupils to identify similarities in methods or concepts.
- You do - pupils are asked to independently tackle problems or tasks and then they are reviewed. 'Show me' is used frequently here. This point of a lesson is crucial for assessing pupils' initial understanding and determining what level of support or challenge is required.

Teachers ensure quality time is spent on clear instructional teaching, especially when introducing new or complex concepts.

Independent Learning

All pupils must have work that they can independently access. Pupils with SEND or EAL are provided relevant resources to support them and may require some additional support. However, it is essential that this support does not prevent them from working independently. Teachers will spend this time, either with a small group, that they have planned to work with, or circulating the room. This allows teachers to gauge misconceptions that will either be addressed with individuals, groups or the class, within the same lesson, or the next lesson.

Retrieval Practice

Prior learning is frequently revisited in subsequent lessons. Pupils will revisit learning from either the week or unit before, or more complex questions asking pupils to apply prior learning. The format of these will vary, depending on the content of lessons.

Knowledge Organisers are shared with pupils and are used to help pupils remember key information.

At the end of each unit, pupils complete a short quiz, which provides the opportunity for pupils to remember information and for teachers to assess what pupils have learnt.

The Learning Environment

The History Working wall must be in line with standards set out in the Teaching, Learning and Assessment Policy.

It must be accessible and purposeful and contain:

- What are we currently learning?
- Relevant information to support pupils learning
- Steps to Success and modelled examples
- Examples of good practice taken from children's books
- Key vocabulary added as it is encountered in lessons
- Timeline

Presentation of Learning

St Benedict's History Policy

Pupils record learning in their History books and continue working in the same History book until it is completed. The expectations for these should be in line with the Teaching, Learning and Assessment Policy.

The short date and a short title are used at the start of each piece of work. The title should reflect the learning objective for the lesson.

Any drawings or graphs should be done on plain or squared paper, which is stuck in flat into the book. Any scaffolds or support sheets should be stuck flat and neatly into books.

A Title Page with lesson objectives for pupils to self-assess will be used for each unit of work.

Roles and responsibilities

History Leaders are responsible for ensuring day to day high standards and consistency within History and providing support and development opportunities where required.

Class teachers are responsible for implementing the History Policy within their own classrooms, engaging in CPD offered and identifying and developing areas of their own practice to ensure consistently high standards. Wilmington suggests that 'Teaching, like any complex cognitive skill, must be practised to be improved.'

Part 3: Impact

How do we know that our History Curriculum is successful?

Our Progression Map details the end points for pupils knowledge and skills and the steps we expect pupils to take to reach them. It is split into separate aspects of History e.g. Humankind.

Formative Assessment (for Learning)

Teachers deploy a range of strategies to assess learning and to provide feedback during lessons in line with our Teaching, Learning and Assessment Policy. These include listening to, and observing Talk Partners, Show Me, Cold Call and Show Call.

It is essential to give pupils time to explore practically and to carefully craft discussions in order to identify misconceptions.

Pupils are given time to self and peer assess and are given either individual, group or whole class feedback. Pupils are given time to respond to feedback with green pens.

Summative Assessment (of Learning)

Summative assessments are made in 2 main ways:

- **Test-based assessments:** each unit of work has matching quizzes which pupils complete. Teachers can use these as both retrieval practice and to inform their teacher assessment.

Monitoring and Evaluation

Monitoring activities include:

- Pupil voice
- Staff voice
- Book Looks
- Learning walks

Assessment quizzes, alongside feedback from monitoring activities, is evaluated to ensure this policy is implemented consistently and effectively. Outcomes of this are shared with Governors and quality assured on Governance visits.