



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

History

Guidance and Procedures

Intent

At Our Lady and St. Hubert's, History aims to stimulate children's interest and understanding about the lives of people who lived in the past and the ways in which it differs from the present. The History curriculum will also encourage all children to develop a curiosity and desire to know more about the past, developing a knowledge and understanding of the world around them. At Our Lady and St' Hubert's, pupils will grow to appreciate that the past influences decisions they make, the values that they have and makes them curious. We believe that the study of History makes a valuable contribution to children's understanding of all aspects of life, giving them a sense of identify and heritage.

The following aims highlight the intended purpose of History at Our Lady and St. Hubert's:

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanations is provisional, debatable and sometimes controversial.

Implementation

At Our Lady and St. Hubert's, the subject of History is embedded into the thematic curriculum, and in some cases, will feature as the main 'driver' in order to allow children to think as historians. We as a school follow a progressive curriculum map that included key concepts and historical knowledge that children need to be fluent in. The key concepts within the curriculum include knowledge and understanding or events, people and changes in the past as well as historical understanding and historical interpretation. We enable children to use a range of resources when finding out about the past including looking at primary and secondary sources, looking at and handling artefacts, using a wide range of sources for research including books, magazines and ICT and making visits to sites of historical significance. The implementation of History at Our Lady and St. Hubert's will be delivered in accordance with Rosenshine's Principles of Instruction. We aim to deliver lessons to children in a way that allows for learning to be accessed by all and children are able to build on previous knowledge and access new learning in small steps. History will also be delivered with reference to the 6Cs and children will be given opportunities to develop their abilities to use these within their practise.

Impact

Pupils at OLSH will leave having developed a secure knowledge and understanding of people, events and significant periods of History. They will possess an ability to think critically while being able to consistently challenge and evaluate their own and others' views using appropriate and accurate historical evidence and vocabulary. This ability to think, reflect and explain their thoughts and opinions will allow our pupils to gain confidence in discussing History, their own work and identify their own strengths and areas of improvement. Consequently, pupils will develop a passion for History and be enthusiastic about their learning in this area while gaining a solid understanding of why and how our History has helped shape our lives today.

Role of the Subject Leader

- ❖ To know what proportion of pupils attain at and above age-related expectations in History.
- ❖ To know the attainment of SEN and Pupil Premium pupils, ensuring the correct support is given.
- ❖ To review changes to the National Curriculum requirements and advise on their implementation.
- ❖ To attend CPD courses and share knowledge learnt with teaching staff.
- ❖ To arrange staff meetings, when needed, to develop teaching staff's subject knowledge of the History curriculum.
- ❖ To carry out audits of the school's History resources, and operate an efficient storage and rota system for these resources to ensure that our children can learn effectively in and through History.
- ❖ To ensure teaching staff are regularly filling in their assessment data on Arbor
- ❖ To monitor the learning and teaching in History and provide support for staff when necessary.
- ❖ To take a lead role in organising events linking to History in school.
- ❖ To produce Knowledge Organisers for each unit to help the children to know and remember more.

Curriculum planning

Table 1 - shows an overview of when History will be taught at OLSH

Whole School History Overview						
	A Wonderful World	A Moment in Time	Peace and Conflicts	Nurturing Nature	We are Engineers	Our Place in the World
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Pupils at OLSH follow a school wide thematic curriculum, the highlight areas in the table above show the when each year group will have History as a focus. Teachers will plan lessons which will allow the children to explore the overall theme of the half term while focussing on a specific period of History. The History curriculum at OLSH has been carefully mapped out so that the pupils are exploring key historical events in chronological order, thus allowing them to naturally develop an understanding of chronology through the progression of their learning. A more specific breakdown of the History units taught at OLSH is available in appendix 1.

National Curriculum Objectives:

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ❖ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ❖ significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world History, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world History outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.








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 local History study
- ❖ 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 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.

6Cs

Interwoven into our thematic curriculum will be our 6C '21st Century Skills for effective learning' which is used to help develop each scheme of learning. Teachers will provide opportunities for the pupils to build on skills including; character, citizenship, communication, collaboration, creativity and critical thinking. An outline of how teachers will link the 6C curriculum to the History curriculum is outlined in Table 2 below.

Table 2 - Shows the 6C skill progression for History

 The 6Cs and History		
How our 6Cs will be evident through our History curriculum		
 Character	 Citizenship	 Communication
<p>Children will be encouraged to ask questions in order to further their own understanding. They will use their literacy and computing skills to help them to write about historical information. They will identify different time periods on a timeline which show different information such as when famous people lived.</p>	<p>Children will appreciate how sources help us to understand more about the present and past and how they can influence our decisions as citizens of the wider world. Children will explore and debate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. This will ensure that they have a secure knowledge of how the world has changed over time and what the impact of these changes has been.</p>	<p>Children will use appropriate historical vocabulary to communicate their historical findings. They will be able to discuss their ideas confidently and debate certain ideas with their peers in order to reach a conclusion about different historical concepts and topics.</p>
 Collaboration	 Creativity	 Critical thinking
<p>Through working with a range of artefacts and sources, children will gain a better understanding of situations, places and people. They will use literacy and computing skills to work as a team in order to describe the past and take part in valuable discussions.</p>	<p>Children will use sources of information to form testable hypotheses about the past and create their own solutions to a given question or problem. Children will be able to make comparisons between artefacts, events and historical figures.</p>	<p>Children will observe or handle artefacts, ask questions about them and explain what it was used for in the past. Children will suggest causes and consequences of some of the main events and changes in History. Children will come to understand that they must rely on more than one source of evidence in their historical enquiries.</p>

Towards the end of each half term, children will be given the opportunity to complete a final 'showcase' of their learning. Although this will not solely be History based, this will provide pupils with an opportunity to use their new found understanding and knowledge to share what they have learnt in a 'real world' situation.

Assessment

Arbor:

All teachers are expected to consistently and regularly update pupil attainment of the skills outlined on the progression document (see appendix 2) while teaching each History unit. This will allow for a clear understanding of each individual's pupils' attainment by the end of each theme while also allowing teachers to know where gaps in learning lie. Furthermore, teachers will be able to use the Arbor data to plan future units with the knowledge of which skills pupils need more teaching to develop.

Teachers will also use unit **knowledge organisers** to help them to carry out formative assessment throughout each unit, as it will state the knowledge and skills expected by all children.

Monitoring and reports:

The History Subject Lead will conduct book looks when required. This will allow the History lead to assess the teaching sequence of learning throughout a History unit and compare these to the skills progression document. As a result, the History Subject Lead will be able to ensure that all objectives have been taught while also providing an opportunity for lesson structure and unit feedback if required. Pupil attainment will be reported to parents within the end of year reports which will describe each pupil's attitude towards History and their overall progress with regards to the knowledge and skills progression document.

SEND, Pupil Premium and Inclusion for all

All teachers have a responsibility to ensure that all History lessons are in line with the schools' overall inclusion statement:

"Our Lady & St Hubert's is an inclusive school guided by the Gospel values that are expressed in our school aims and governors' ethos statement. These aims promote inclusive education in its widest sense in all areas of school life."

While teaching History, teachers are expected to; set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning and assessment for individuals and groups of pupils. To allow teachers to do this, they must choose objectives for pupils with SEN and/or disabilities that are different from those to the rest of the group or modify the curriculum to remove barriers so all pupils meet the same objectives. When planning for pupils with SEND, teachers must include within their short term planning how they will meet the needs to all the pupils within their class. This does not need to be a complicated, it may involve simple notes about how the barriers to learning will be removed.

Provision for the more able

Across the school there will be instances of pupils who are 'more able' or working at 'greater depth', therefore it is necessary for these pupils to be challenged to further their learning. In order for teachers to understand who these pupils are, it is necessary for the Arbor to be up to date. Once a pupil has been

identified as 'more able', teachers should provide challenge and extension activities which will allow for the pupils to deepen their understanding. There is a need to allow the more able pupils opportunities to 'take risks' in their learning, and effective teaching for them will reflect this. Teachers should encourage, and plan for, opportunities for more able pupils to think creatively and divergently. To aid the development of the more able pupils, teachers should plan for opportunities including; enrichment (both within and outside of school), where the pupils are exposed to new experiences they would not encounter as part of the normal curriculum; extension tasks, which challenged pupils with more complex challenges and questions allowing them to show a higher level of thinking; and acceleration, where the teacher will accelerate the more able pupils through the subject/lessons at a quicker pace (ensuring they have a solid understanding throughout) to provide more opportunities for new learning.

Reviewed – January 2023 – Olga O'Beirne and Hannah Smith (Subject Leads)

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