



History

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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Role: History Subject leader

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History Policy

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The Purpose of studying History:

At SSMJ we follow the National Curriculum Programme of Study for History. Our history topics consider the children's interests, as well as the context of the local area. The history curriculum at SSMJ is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Aims:

In line with the National Curriculum 2014 and the Early Years Foundation Stage Statutory Guidance 2024, the curriculum at SSMJ aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations;

- gain and use a wide range of historical terms and vocabulary;
- 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, ask historically valid questions and create their own structured accounts, including written narratives;
- understand the methods of historical enquiry, including how evidence is used to make historical claims; and
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent:

History is held in high regard at SSMJ. The teaching of History allows children to appreciate, and understand the diverse culture and utilise the history and geography of our unique environment. We provide a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge about British, local and world history. Curriculum content is knowledge, vocabulary and experience rich. Our history curriculum promotes curiosity and a love for learning about the past.

The history curriculum at SSMJ makes full use of resources within the immediate and wider local area, including Clitheroe Castle, enabling children to develop a deep understanding of the rich history of their locality, making links, where possible, with our faith, which is at the heart of our curriculum.

Through an enquiry-based approach, children are encouraged to ask and explore historically valid questions and report their findings by drawing on skills from across the curriculum. Alongside the development of **substantive knowledge**, children will develop their **disciplinary skills** as they learn the fundamental elements of what it is to be a historian. Children will study a range of cultures and historical perspectives enabling them to be respectful, tolerant and empathetic.

Implementation:

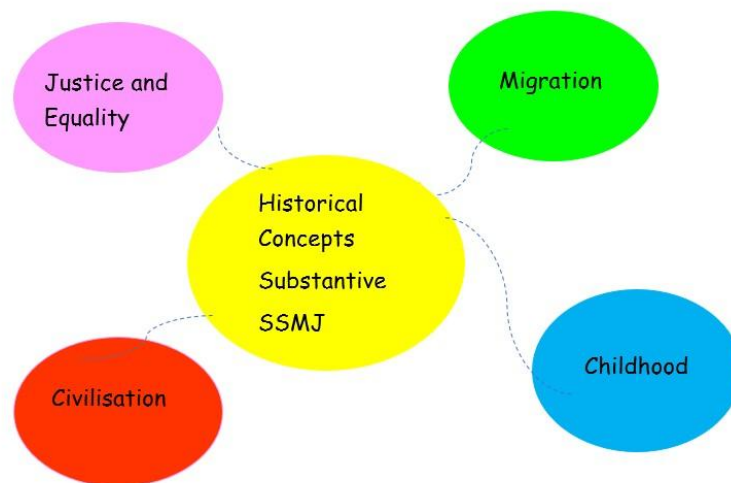
History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different

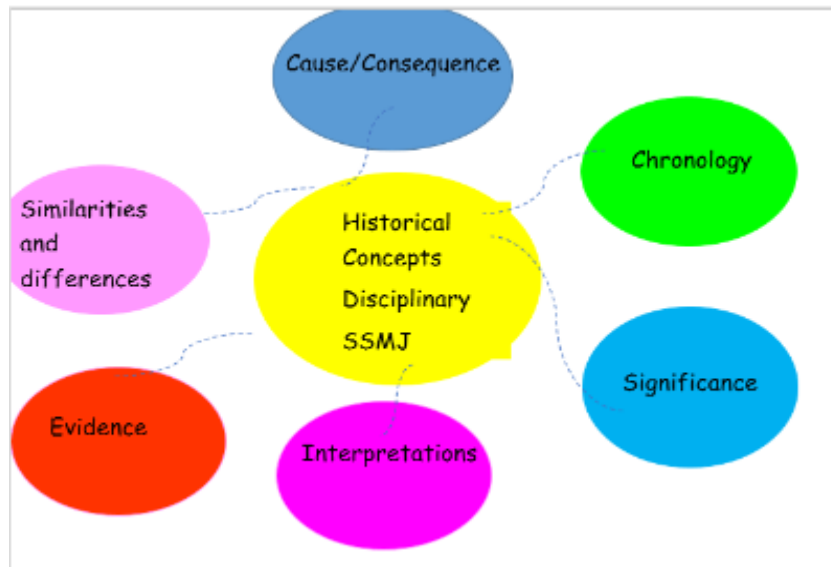
time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Baghdad c. AD 900.

Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions whilst also developing historical enquiries of their own. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through museum visits, handling artefacts and engaging with visitors and workshops.

Historical Concepts

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts, Substantive Knowledge, that children will repeatedly revisit throughout their time at SSMJ. For example, children are introduced to migration in EYFS and then revisit in Year 2, Year 3, Year 5 and Year 6.





Our teaching of history is driven by an enquiry approach that seeks to capitalise on children's curiosity and prior learning. Units of work are structured around an overarching historical enquiry to ensure teaching is focused and children are working towards a clearly defined outcome. The overarching enquiry is often broken down into small sub-enquiries to give children a sense of incremental progression and make learning large chunks of content more manageable.

Valuing Our Local Heritage

We believe strongly that children should have a rich understanding of their local heritage. This is why local history is woven into our history curriculum to ensure it is explicitly taught and that links with larger historical themes are made. For example, in year 1 children learn about their heritage and their family creating family trees and timelines. In year 2 children learn about Learie Constantine, a significant black cricketer from Nelson, and in Year 3 children learn about Clitheroe Castle and the Normans. In Year 6 children learn about the famous Pendle Witches and James the 1st. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Cross curricular outcomes in history are specifically planned for with strong links between the history curriculum, English, Art and Computing. Planning is in line with the national curriculum. Teachers' lesson design is informed by national agencies e.g. through the school's membership of the History Association and Key Stage History. Consideration is given to provision for our most able children as well as support for SEND children in line with the

school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the Early Years Foundation Stage Curriculum 2024 statutory guidance which aims for all children in reception to have an understanding of the world focusing on Past and Present. They will be able to talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

Impact

Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and vocabulary. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and inspires curiosity about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum also engages members of the community in children's learning and provides positive role models from the community for children to learn from.

Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at SSMJ:

- Events, People and Changes
- Enquiry, Interpretation and Using Sources
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained

to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is taken from the National Curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. Outdoor learning is planned for throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment:

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Children’s attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations. This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children’s historical enquiry skills. Assessment is supported by use of the following strategies:

- Monitoring and observation;
- Differentiation;
- Quality questioning
- providing effective feedback
- Assessment

(See our Assessment Policy for more detail.)

Within EYFS staff conduct detailed Teacher Assessments to map out children's skills using the guidance from Development Matters 2023 and Birth to Five Matters. Gaps in learning are consistently identified and targeted through 1:1 or small group interventions which ensures children have firm foundations in History and children's individual needs are addressed.

Pupil Voice

We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery has been successful. We expect children to be able to articulate their learning using their book.

Planning and Resources:

Existing history resources, including history boxes, are stored centrally and are organised into subject themes. The library contains a good supply of history books to support children's individual research.

Class teachers are encouraged to have a table/ space on a worktop for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each subject, and these are recorded on the History long term overviews, Sequence of Learning, our medium term planning and knowledge organisers. Teachers also use the line of enquiry progression plan a line of enquiry which children will answer building in the substantive and disciplinary concepts. These are also on the half termly overview, which makes explicit links to the national curriculum 2014. Key vocabulary and links to the school's context are also outlined. Cross curricular outcomes are identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

Organisation:

At SSMJ, we follow a well-planned curriculum that has a long term overview for the whole school starting with EYFS. This allows children to enhance their knowledge of history and develop related skills. We have designed our own Long Term Plan to enable teachers to carefully plan a set of enquiry based sequenced lessons.

EYFS:

Early years explore historical themes and content through the Understanding the World strand of the EYFS curriculum 2024. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. Our curriculum

reflects seasonal times and significant historical events throughout the year e.g. Remembrance Day.

Within EYFS lessons are taught through a mixture of 1:1 session, small group sessions and whole class teaching. Children will also develop the skills and knowledge taught during these sessions through Continuous Provision activities ensuring learning is embedded.

KS1:

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through English and drama, children are equipped to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

In Year 1, children are taught to identify changes within living memory. They will start with their own history looking at what has changed since they were born and looking at their family tree. They will examine how toys and entertainment have changed within living memory and what this reveals about changes in national life. They will also look at the history of SSMJ School and discuss how school and education has changed since it was built in the Victorian era.

In Year 2, Children investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. Children will learn about the concept of migration through the Titanic sinking. We will also study the life of Learie Constanine (a local cricketer) who has contributed to national and international achievements; the specific individuals studied will link to and support cross curricular links.

KS2:

Throughout 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will

learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study Crime and Punishment as theme in British History that extends pupils' chronological knowledge beyond 1066.

For our local area study, we will focus on castles and visit Clitheroe Castle and learn about its Norman history. Children will learn about its heritage and compare it to Windsor castle. In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as, Ancient Egypt. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, in Year 5, using early Islamic civilization in Baghdad Ad. 900.

Where children are taught in mixed age classes there is a two year rolling programme of learning to ensure all aspect of geography learning is covered within the correct key stage.

Online Safety

In all subjects, as a school, we ensure children are provided with the opportunity to become the best they can be. This is through a progressive curriculum that inspires and innovates students to experience History in its greatest sense. At SSMJ, we understand Online Safety is paramount in an ever changing world. We continue to ensure all children are safe in education and, following closely the Online Safety Policy. In History we ensure children are appropriate in their Conduct, Content, Contact and Commerce. This is also in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Educations Act.

Equal Opportunities:

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion:

(eg EAL/SEN/PPG/Provision for HA) All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL and spider diagrams, teaching takes account of the children's own interests to ensure subject relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through practical learning activities. For example, Children in EYFS and Year 1 visit the library and the surrounding town of Clitheroe. In Year 2 children learn about holidays in the past at Fleetwood Victorian museum. Year 3 children also take part in a visit to Clitheroe Castle. Year 4 children visit the World Museum to learn about the Egyptians and consolidate knowledge about the Stone Age. The head boy and head girl take a trip to the cenotaph with the head teacher to lay a wreath for Remembrance.

The Role of the Subject Leader:

The Subject Leader's responsibilities are:

- To ensure a high profile for the subject.

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- To ensure a high profile for the subject.
- To support, guide and motivate teachers arranging CPD if needed.
- To deliver training related to the subject and provide updates to SLT.
- To keep up to date with current developments in the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To budget for any new resources.
- To model the teaching of History.
- To lead colleagues in creating a stimulating learning environment for teaching and learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of History.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the History curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the History curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Parents (Including Homework):

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of history. The annual history day involves the whole school; it has helped to establish greater involvement with parents and the wider community to share their knowledge and expertise of our local area. Parents and carers are involved with supporting their children with History based homework.