



History Policy

Intent

At St Patrick's Catholic Primary School our History curriculum is underpinned by the Essentials Curriculum by Chris Quigley. This is aligned to the National Curriculum and goes beyond National Curriculum requirements. The Essentials Curriculum focusses on learning specific subject knowledge, together with a progression of skills, through repetition. We feel that this combination enables our pupils to develop a greater understanding and therefore ensures that they are able to achieve a deeper level of learning.

Our curriculum builds on from the learning in the Foundation Stage. It is split into three milestones - milestone one, two and three. Milestone one is for year one and two, milestone two is for year three and four and milestone three is for year five and six. Each of these milestones provides specific subject knowledge, with a progression of skills for various topics and individuals. These milestones are repeated in two consecutive year groups, meaning that children learn about each topic or individual on two separate occasions, applying their skills to a basic level the first year and then to an advancing, and possibly deeper level, the following year. It is our expectation that by the end of years one, three and five children will be working at the end of the basic expectations in order to be described at Age Related Expectations. Children at the end of years two, four, and six will be working at the end of advancing in order to reach Age Related Expectations. To enable children to reach these expectations we use questioning, peer partner work, practical and written tasks.

Implementation

Learning will start by revisiting prior knowledge. This will be scaffolded to support all children to recall previous learning and make connections. Staff will explicitly model vocabulary, knowledge and skills relevant to learning to allow children to integrate new knowledge into concepts. A history learning wall will feature in every KS1 and KS2 classroom at some point over the course of each school year. This will show applicable vocabulary for that particular milestone. History assessment is ongoing throughout each topic or theme to inform teachers in their planning and differentiation.

Through our curriculum our historians will:

- Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.



- Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

Topics and themes have been carefully selected from each milestone area of the Essentials Curriculum to ensure that they are relatable and relevant to the children. The topic Black History and the Slave Trade has been added in milestone three. Although this topic does not feature as part of the Essentials Curriculum, we have chosen to teach the children about this in years five and six due to the strong links it has to history in our local area of Lancaster.

The topics/themes covered are as follows:

Reception

Topics/texts covered during the year.	<ul style="list-style-type: none"> • The Gunpowder Plot • Remembrance Day • Family History • Homes • Toys • Transport • People who help us • Dogger - Shirley Hughes
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Year 1 & 2 (Milestone one)

Autumn	<ul style="list-style-type: none"> • The Gunpowder Plot • Remembrance Day • First World War
Spring	<ul style="list-style-type: none"> • The Great Fire of London - to link in with PE Dance unit 'Fire Fire' • Nurturing Nurses - Florence Nightingale, Edith Cavell & Mary Seacole
Summer	<ul style="list-style-type: none"> • Queen Elizabeth II



	<ul style="list-style-type: none">• Jubilee• Industrial Revolution• Steam Engine• Queen Victoria
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Year 3 & 4 (Milestone two)

Autumn 1	Ancient Egypt
Autumn 2	The Stone Age, The Bronze Age & The Iron Age
Spring 1	The Stone Age, The Bronze Age & The Iron Age continued
Spring 2	The Romans
Summer 1	The Anglo Saxons
Summer 2	The Vikings

Year 5 & 6 (Milestone three)

Autumn 1	Ancient Greeks
Autumn 2	The Maya
Spring 1	The Kingdom of Benin
Spring 2	The Victorians
Summer 1	Second World War
Summer 2	Black History & Slave Trade

To ensure coverage of all aspects of history, across all chosen topics, we have created coverage webs (see document titled *Coverage Web* in History Subject Leader file).

A History learning wall will feature in every KS1 and KS2 classroom at some point over each school year. This will show applicable vocabulary for that milestone. Our historians will be given a wide range of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding. History assessment is ongoing throughout each topic or theme to inform teachers in their planning and differentiation.

Impact

A selection of strategies will be used, during the course of the year, to monitor History throughout school. These include looking at children's work, pupil voice and lesson observations.



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A sample of books from each year group will be collected once during the school year to look at written activities that have been completed by the children. A sample of children will be selected from each year group to answer questions about their learning in History lessons. Lesson observations will be completed in a sample of year group classes each year. Over the course of two years, a lesson observation will be completed in every year group class.