



# Catholic School

*“Learning Together, Loving God”*

## History Policy

September 2022 - to be reviewed September 2023

## **INTENT**

Our mission statement 'Learning together, loving God' encapsulates the balance between learning about ourselves, others and knowledge of our world, with the aim of converting this knowledge into understanding and skills that combine to serve our community as a whole.

At Notre Dame we value History as a subject. The intent is that our curriculum aids our students in developing themselves as 21st century citizens. It supports them in understanding our world today by understanding what influences have come before and allowing them to see how those things transform how we live now. We study a wide range of historical contexts which allows our children to make connections between past and present; comparing the histories of different cultures enriches their understanding. Our students begin to 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. We cover the breadth of the Bailiwick Curriculum augmented with powerful knowledge carefully selected to build upon our pupils' starting points of cultural capital. To this end, we use the CUSP model curriculum. This is a knowledge-engaged progress model which clearly outlines the key knowledge and vocabulary for each stage of learning in sequence

We aim to develop both our children's substantive and disciplinary knowledge in a way that engages as well as informs.

The 'Golden Threads' permeate the curriculum providing coherence from Key Stage 1 and in preparation for Key Stage 3. These are:

- Occupational and Liberation
- Civilisation
- Technology
- Local History

## **IMPLEMENTATION**

Our Notre Dame history curriculum has taken its expectations from the Bailiwick 'Coverage and Entitlements For History' document, which when used in conjunction with the Bailiwick Curriculum has provided the context in which skills can be applied. These two mandatory documents have provided the broad parameters in which we have developed our more detailed curriculum. For this we use The CUSP Unity curriculum as a basis, it has been tweaked to provide local area relevancy and to fit our children's needs.

History at Notre Dame is taught as blocked units of work. There are suggested lessons which incorporate key knowledge and skills for each year group. This is to ensure that all areas of the curriculum are covered at each phase and that there is a clear path of skills progression. Lessons can be adapted and taught in any order within a phase/year group. Due to the structure of some phases where there are mixed year groups coverage

is over a two year cycle. In this situation key areas are covered over a phase. Our curriculum has been designed with the following principles in mind: it's cyclical giving children an opportunity to return to key areas again and again, it has increasing depth (each time area is revisited with increased complexity) and it returns to and builds upon prior knowledge, this makes it a spiral curriculum.

To fit in with our Bailiwick requirements Guernsey's Occupation and Liberation is visited every year across the whole school with a focus for the week and a celebration afternoon.

Our Notre Dame curriculum is designed for our pupils from EYFS to Year 6 to revisit, revise and build on their learning. They develop the skills of chronology, knowledge and understanding and enquiry. Pupils are encouraged to compare and contrast historical customs and beliefs using a range of sources. They are encouraged to link these to their own experiences and make connections in other subjects. They develop and build on their chronological understanding of a wide range of historical events, using timelines and specific vocabulary. Given the nature of our school intake (high EAL) a lot of focus is put on vocabulary development. Careful questioning allows children to empathise with people and events of the past, analysing motivations and decisions. Additionally pupils are encouraged to ask their own questions being given a chance to reflect, discuss and debate. Time is spent on historical skills such as interpretation and enquiry. By the end of year 6, children have a chronological understanding of British history from the Stone Age to the present day. The local area and visitors are fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the schools commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

During EYFS we look at History within the 'Understanding the World' strand of the EYFS goals and Development Matters. Focus is on understanding the past and present based upon familiar situations and the lives of those around them as well as in books they read. They begin to grasp the concept of a timeline in the context of their own lives.

Phase groups are encouraged to have a History display which shows both children's learning and vocabulary for the topic. Where suitable cross curricular outcomes are identified prior to teaching and learning, these are evidence through children's work.

### **Assessment**

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:

- Observing children at work.
- Using differentiated questions which are open ended and allow for children to explain their thinking.
- Providing effective feedback, often verbally.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

### **Special Educational Needs**

At Notre Dame we are committed to providing a teaching environment which ensures all children are provided a teaching environment with the same learning opportunities regardless of social class, gender, culture, race, special educational need, language or disability. Within the teaching of History a range of strategies are used to ensure inclusion and also to maintain a positive attitude towards others. Therefore support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

### **Subject Lead**

The Subject Leader monitors and evaluates the subject throughout the school in a variety of ways; including checking planning, lesson observations, book trawls, questionnaires, interviews. It is the intention of the Subject Lead to support staff in the planning, teaching and CPD of design and technology. It will be ensured that a balanced and broad curriculum will be embedded where skills, progression and vocabulary are identified throughout the school.

### **Vocabulary**

Vocabulary forms a key part of our curriculum. Therefore, subject specific Tier 2 and Tier 3 words are identified in each module. Supporting pupils in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, provides opportunities to build a shared and consistent understanding. Knowledge organisers, glossaries and displays, along with regular recall and revision, will be used to support this approach.

### **Knowledge organisers**

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with a learning question which focuses on the key content to be learnt and understood. Knowledge Organisers and Knowledge

Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

## **IMPACT**

During KS1, 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 in 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. 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.

Children are taught to identify changes both within living memory and to investigate events beyond living memory. This aids their knowledge of change over time. We also look at the lives of significant individuals who have contributed to national and international achievements.

Throughout KS2, pupils 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 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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Children learn to select, organise, review and present relevant historical information. Children 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.

Within this key stage children study periods of history in a broad chronological order to help support children's understanding of chronology and trends over time. There is a focus on British history and also the achievements of early civilisations.

Outcomes in books and displays show evidence of a broad and balanced History curriculum and demonstrate the children's acquisition of vocabulary and key knowledge. Children are receptive to using knowledge organisers to aid themselves more independently (including SEN).

The emphasis put on analytical thinking and questioning has led to children learning to ask perceptive questions, think critically, weigh evidence and argument and develop perspective.

Living on an island we do have some restrictions in terms of visiting historical sites, museums etc, however we make full use of the resources offered on Guernsey, this allows

the children to develop a deep understanding of the rich history of their locality. We work closely with local historians and museums.