

History Policy



Intent

Knowledge rich and academic

At St Thomas', we deliver an ambitious, knowledge-based history curriculum that aims to inspire pupils' curiosity to know more about the past and work as historians. It helps pupils gain a coherent, chronological knowledge and understanding of the past and enables them to use core knowledge of dates, events and people to talk confidently about a range of historical periods in Britain and the wider world. The history curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas.

Children are taught to ask perceptive questions, analyse and interpret a range of historical sources, and understand how evidence is used to construct accounts of the past. Through regular opportunities to compare periods from British and world history, make connections and identify patterns of change and continuity, pupils deepen their understanding of how societies, events and individuals have influenced one another over time. By the end of Key Stage 2, pupils leave St Thomas' with a secure sense of chronology, a rich historical vocabulary, and a curiosity about the past that helps them understand the relevance of British and world history to their lives today.

Reading and vocabulary

Because we believe that reading is the key to all learning, every history lesson contains an element of reading that pupils use to understand more about the past. Embedded within each lesson are STAR words: these are key words for the lesson that help build pupils' vocabulary and historical understanding. They are displayed within the classroom on the history working wall as well as being clearly highlighted throughout the reading element of the lesson, and pupils are expected to use them in written tasks when applying their knowledge in the lesson.

Christian values

At St. Thomas' Church Primary School in the heart of Lydiate, our Christian values are rooted in our vision, "Let your Light Shine," inspired by the words of Jesus in Matthew 5:16. We believe that every child is uniquely created by God and deeply valued, and we encourage each pupil to recognise and develop their own gifts and talents. The lighthouse symbol, central to our identity, reminds us that Christ is a constant light and guide in all that we do. Through our Lighthouse curriculum, we nurture, support and inspire pupils so they can discover their God-given uniqueness, find their path, and shine brightly through their learning, actions and relationships. Within our history curriculum, these values are further developed as pupils learn to respect different cultures, civilisations and periods of time, while also cultivating thankfulness for the sacrifices and achievements of those in the past whose actions have shaped the world we live in today.

Celebrate diversity

Our curriculum ensures that pupils learn about, and develop empathy for, people from the past with a range of backgrounds, such as when learning about the Persian Empire in Year 3, and the Suffragettes in Year 6.

Experiences and life skills

Pupils will have opportunities to go on school trips that enhance their learning in history, such as the slavery museum

Excellence

Our curriculum is ambitious, setting the highest standards of pupils' learning and expecting excellence in pupils' work. As pupils progress throughout the school, they are expected to apply their knowledge and understanding via substantial written tasks, therefore strengthening not only their learning in history but also their written communication.

Implementation

Expectations

During every history lesson there will be an element of the following strands:

Retrieval:

Each lesson is a continuation of knowledge from the previous step in learning. Children will take part in a short task where they will be required to retrieve previously gained knowledge. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils' memories of key knowledge, enabling them to permanently remember and make progress across the curriculum.

Vocabulary:

Children will be introduced to key vocabulary (STAR words) during the input of the lesson. Children will be challenged to learn the meaning of these words, in context, and apply them correctly during the lesson. Teachers will provide children with actions to match each of these words, to support the children in remembering them.

Teach:

The teacher will share the core knowledge for the lesson with the children. This is an opportunity for children to listen to and understand the new information. UKS2 children to take notes.



Partner Talk:

Children will work with a partner or small group to complete a short task or discuss new information. Children will be expected to apply their understanding of the new information taught (they may even use the STAR words!) and give their answers in a full sentence, using the STAR words they have learned.

Independent Task: 'Thinking like a Historian'

The children will work independently on a task to apply their new knowledge. This could be a written, acting or illustrative task that will require the children to apply everything they have learned. The children may also demonstrate newly acquired disciplinary skills in this part of the lesson such as continuity and change, cause and consequence, similarity, difference and significant and historical significance.

Read!

In every lesson, our children will read. The reading element is incorporated into every aspect of the lesson. We believe reading is the key to all learning, so have therefore made reading a priority in every lesson.

- **Use of resources** – History lead and class teachers are to ensure that they have all of the required resources to teach lessons. This may include: quality sources or teacher knowledge textbooks. Teachers to discuss with history lead if any extra resources are required.
- **Reading** – It is the teachers' responsibility to source a range of quality, rich texts around the current unit. These may be referred to in the lesson or in the learning environment for children to access independently. Text choices should be annotated on planning.
- **Books** – All lessons are to have a printed label including: date, learning objective and knowledge goals. Retrieval tasks are to be completed and stuck under lesson title. Teachers should have high expectations of presentation.
- **Assessment** – Assessment of history should continuously be used to inform teaching. Retrieval tasks should be used to address gaps in pupils' knowledge. Teachers should assess children on knowledge goals after every lesson (a tick against each goal if a child has achieved). If a child has achieved a Step for Depth, teacher should mark with two ticks.
- **Working walls** – Working walls are to be updated frequently. All STAR words are to be displayed on working wall along with any other key information, such as names and dates. Working walls should be referred to in lesson and pupils should use them to aid learning.

Impact

By the end of KS1, our pupils will:

- Ask and answer questions about the past
- Be able to name British Kings and Queens of the past
- Understand some ways we find out about the past, e.g. photographs and written sources
- Know about the lives of significant individuals in the past, e.g. King Charles I and Oliver Cromwell (Y1)
- Identify similarities and differences between ways of life at different times
- Know about events beyond living memory that are significant nationally and globally, e.g. the Magna Carta (Y1)
- Know the dates at which people and events they study fit within a chronological framework



'Let your Light Shine' Matthew 5:16



- Relate their historical understanding to other subjects they have studied
- Use a wide vocabulary of historical terms
- Know about the achievements of a civilisation, e.g. Ancient Egypt (Y2)

By the end of KS2, our pupils will:

- Describe social, cultural, religious and ethnic diversity in Britain and the wider world, e.g. Cradles of Civilisation (Y3)
- Develop further knowledge of British Kings and Queens, e.g. Tudors (Y5)
- Develop further understanding of the substantive concepts
- Develop appropriate use of historical terms and apply them across a range of concepts
- Construct informed, detailed written responses that involve organisation of relevant historical information and show an awareness of key vocabulary
- Explain how significant events, people and developments had impact in the past and in the present day, e.g. World War 1 and World War 2 (Y6)
- Explain diverse experiences, beliefs and attitudes of men, women and children in past societies, e.g. Suffragettes (Y6)
- Know about the lives of significant individuals in the past, e.g. Henry VIII (Y3)
- Know about events beyond living memory that are significant nationally and globally, and the wider impact, e.g. War of the Roses (Y4); the Abolition of Slavery (Y5)
- Know the dates at which people and events they study fit within a chronological framework
- Relate their historical understanding to other subjects they have studied.