

St James the Less History Policy



Intent

- To ignite an interest in the past and to develop an understanding of an ever-changing world
- To help children understand society and their place within it so that they develop a sense of their cultural heritage
- To encourage children to be inquisitive learners and critical thinkers.

At St James the Less RC Primary we aspire for historians to leave our school as globally aware citizens and a sense of belonging to and responsibility for the changing world. Our curriculum aims to enable pupils to think hard as a historian about chronology, cause and consequence, change and difference, similarity and difference, analyzing evidence and understanding the significance of key events in our national and global history.

Implementation

At St James the Less, our history curriculum is based on the National Curriculum, following a CUSP curriculum. The Senior Leadership Team and Subject Leader have carefully mapped this out, using the CUSP sequence of learning, throughout school, to ensure that all aspects of the National Curriculum, and learning beyond the National Curriculum, are covered; that learning is sequential and progressive.

Each term, every class has a new topic, which builds on prior learning from within and across year groups. History is then taught across the term to ensure coverage of the outlined knowledge and skills. History is linked to the class topic, when purposeful links can be made. When links cannot easily be

made, history is taught discretely. A spiral approach is used, with opportunities for revisiting and linking previous knowledge, encouraging 'sticky learning'. Our history curriculum is knowledge-based, with the aim of creating independent learners who are equipped to apply this knowledge, alongside progressive disciplinary skills, to real life.

When teaching history, teachers explain what they want pupils to know, understand and be able to do through the history they are about to research; use a key question to direct pupils' thinking / enquiry; vary the resources and activities to ensure each pupil can learn effectively; use 'Thinking Tasks' to ensure that the children have the opportunity to apply their learning within every lesson, assess how they learn and how well they are progressing; plan opportunities for visits to local historical places of interest to provide cultural capital. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge.

Impact

By the time children leave St James the Less, as historians, they are confident and articulate with historical vocabulary and inspired to be curious students of our world. They have a growing understanding of global history and their own cultural heritage within the world.

The children of St James the Less, are able to use explicit vocabulary to show their subject knowledge and become more expert in their understanding. They become a little more expert as a historian by Thinking Historically. They 'Think Historically' through:

- o Chronology
- o Cause and consequence
- o Change and continuity
- o Similarity and difference
- o Evidence
- o Significance

The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes ambitious vocabulary and content. Each unit has a unit quiz which can be used at the start and/ or end of the unit.

Assessment and Record keeping

Sequence of Learning evident in History books. Y1 – Y6 books follow them through school.

Evidence in Big Books where appropriate

End of year assessment is based on National Curriculum standards

Subject leader gathers samples of work and pupil voice throughout the year

End of unit assessment activity

Policy revised July 2022