



St Elizabeth's Catholic Voluntary Academy

History Policy

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Our Mission Statement and Guiding Rationale

“Be like Jesus. Be your best. Be Safe. Be Caring.”

St. Elizabeth's Catholic Academy is a caring, Catholic school community, where we celebrate that everyone is made in the image and likeness of God. Here, individuals are helped to achieve their full potential, through experiences and opportunities that nurture the whole person. These experiences include high-quality teaching and learning and a History curriculum that not only allows children to learn about the past but to consider the relevance of their learning to our world today. Pupils are empowered to become caring individuals, capable of independent thought, through links to the world around us and the demands of religious commitment in everyday life.

Aims of the Policy

At St. Elizabeth's Catholic Academy, we are committed to high-quality teaching and learning in History to raise standards of achievement for all pupils. All staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. The policy reflects what has been agreed in terms of approach and consistency and makes explicit the best practice in History to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Learning is the purpose of the whole school and is a shared commitment. At St. Elizabeth's Catholic Academy, we recognise that education involves children, parents, staff, governors, the community, diocese, and the local authority, and that for optimum benefit all should work closely together to support the process of learning within History.

Working in partnership, we aim to:

- Provide a Christ-centred, supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community.
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress, attain the highest personal achievements and enable them to be their best and fulfil their potential.
- Ensure children can develop as informed and insightful citizens of tomorrow, who understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups.

- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils.
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, positive attitudes and a sense of identify from their study of History.
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being.
- Develop children's confidence and capacity to learn and work independently and collaboratively.

History Curriculum Intent Statement

At St. Elizabeth's, we strive for our children to gain a coherent understanding of Britain's past and that of the wider world. We aim to provide a language rich curriculum that will inspire our children so that they are curious to know more about the past and have a voice to speak for future generations. It is our ambition that children gain historical knowledge and an understanding of chronology while asking perceptive questions, thinking critically and supporting their opinions using sources of evidence. They should develop an understanding of how lives have changed, of diverse societies and the challenges humanity has faced over the course of history.

We aim for children to have acquired the essential characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical events derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

History Curriculum Intent Model

1. **Curriculum drivers** shape our curriculum breadth in history. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Our curriculum drivers are **community, spirituality, culture, democracy** and **possibilities**.
2. **Cultural capital** gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and 'Curriculum Themes'. Subject topics are the specific aspects of subjects that are studied.
5. **Curriculum Themes** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same themes over and over and gradually build understanding of them. In History, these curriculum themes are; **Investigate and interpret the past; Understand chronology; Build an overview of world history; Communicate historically**.
6. **Golden Threads:** These 'Golden Threads' help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these Golden Threads include: **Settlements, Beliefs, Culture and Pastimes, Location, Main events, Food and farming, Travel and exploration, Conflict, Society, Artefacts**.
7. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
8. **Progression:** For each of the Curriculum Themes, learning is planned by year group, each of which includes the procedural and Golden Threads in each subject, giving pupils a way of expressing their understanding of the Curriculum.
9. **Cognitive Domains:** Within each year group, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: **Remembering, Knowing** and **Reasoning**. The goal for students is to display sustained mastery at the 'Knowing' stage of understanding by the end of each phase (Key Stage 1, Lower Key Stage 2, Upper Key Stage 2) and for the most able to have a greater depth of understanding at the 'Reasoning' stage.
10. As part of our progression model, we use a different pedagogical style in each of the cognitive domains of Remembering, Knowing and Reasoning. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct

instruction in the Remembering domain and problem-based discovery in the Reasoning domain. This is called the reversal effect.

11. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
 - By revisiting Golden Threads, pupils are able to build a strong schema, and develop skills as an Historian.
12. In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.
13. Our content is subject specific. We make intra-curricular links to strengthen schema.

History Curriculum Implementation: Planning and Teaching of History

14. Our curriculum design in History is narrative-based, and tells the story of British and World history, largely chronologically.
15. Revisits/retrieval practice from prior learning (both in year and from previous lessons) are built into all History lessons in order to maintain, embed and deepen learning through opportunities to apply prior learning.
16. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the History curriculum and, in other cases, provides retrieval practice for previously learned content .
17. The planning and teaching of History is organised by Key Stage and year groups into subject topics or units. Children study a range of topics: From studying significant individuals from British history, ancient civilisations in Britain and across the world and significant periods and events in British history. In EYFS and in the early stages of Key Stage One, children study their own personal history and family history to introduce what is meant by 'history'.
18. A number of 'Golden Threads' are identified for each of the subject topics to focus teaching and learning and build schema. These common themes are: Main Events, Settlements, Beliefs, Food and Farming, Location, Culture and Pastimes, Conflict, Travel and Exploration, Society, and Artefacts.
19. Vocabulary is specifically identified in the planning for each of the cycles. Tier two vocabulary is that which drives the learning in History and helps determine the kind of tasks the children undertake. 'Remembering' tasks may be driven by words such as: list, identify, describe or label. Tasks focusing on 'Knowing' or 'Reasoning' and, therefore, applying knowledge may be driven by words such as: compare and contrast, explain, justify, investigate. Tier three vocabulary used in each subject topic is that which is specific to that aspect of the topic. For instance, when learning about Viking exploration, words such as longship or place names, such as, Newfoundland and Greenland are specific to the topic being studied at that time.
20. The topics taught in History across the school can be found in the History section of our website within the 'Progression in History' document and the 'Knowledge Map' document.
21. Within each subject topic, pupils are provided with opportunity to reflect upon questions of social justice, based on the principles of Catholic Social Teaching and their learning in History. For example, when learning about the plague, children will consider

whether advances in medicine mean that diseases like the plague are a thing of the past. Children will be led to consider the experiences of others in our world today and, as such, will be encouraged to be informed and insightful citizens of tomorrow, who can learn from History as well as about History.

History Curriculum Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We use probabilistic assessment based on deliberate practice. This means we observe the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long term.

We assess understanding of the composite knowledge using the children's work in books, their contributions to discussions and through revisits away from the point of learning.

Assessment is recorded on INSIGHT, where teachers make a 1-4 judgement (in line with the Assessment and Feedback policy and Trust Assessment Framework).

Lesson observations, learning walks, book scrutiny and pupils voice activities are used to support the moderation of children's work and assessment data. This supports leaders to monitor pedagogical choices match expectations for curriculum breadth and depth.

History Subject Leader

The Subject leader has a variety of roles. These include:

- Taking the lead in policy development
- Quality assuring History knowledge organisers, resources and planning throughout the school
- Supporting colleagues in their development and implementation of History knowledge organisers, resources and planning, and in assessment and record-keeping activities
- Monitoring progress in History and advising the Senior Leadership Team on action required
- Taking responsibility for the purchase and organisation of central resources for teaching and learning in History
- Using non-contact time to support colleagues
- Keeping up-to-date through research and continuing professional development.

Organisation

The learning environment in History will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. attainment, mixed attainment, friendship, etc)
- One-to-one teaching

- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- Resources are made available for the study of History and to promote further interest.
- Labels and posters should be used wherever possible/appropriate and reflect the inclusive nature of the school.
- Children will be involved in the maintenance and care of all History equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including thought-provoking and stimulating displays to include children's work, tier three vocabulary and helpful resources that document the learning journey through History in the class, including timelines relevant to current and previous topics. The use of class timelines supports the children to further develop their sense of chronology.

Adaptations and Scaffolding

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs through:

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| • Pace | • Relevance |
| • Challenge | • Resources |
| • Mastery | • Extension |
| • Content | • Autonomy |
| • Task | • Teacher/adult support |

Adapted tasks will be detailed in planning and evident within lessons. All groups of pupils have access to quality-first teaching, through the five key principles:

- Flexible grouping
- Cognitive and metacognitive strategies
- Explicit instruction
- Using technology to support
- Scaffolding

Extra support is given in the classroom by teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Assessment, Recording and Reporting

Regular formative assessments are made of pupils' work and responses in History in order to establish the level of attainment and progress and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what should be the next stage in his/her learning. Live marking and feedback is given in all History lessons and feedback sessions are used to review the previous lesson's learning. Pupils respond to feedback and address misconceptions using purple pen. All results and information from assessments are analysed and used to inform future planning. (See Assessment, Marking and Feedback Policy)