

St Michael's Catholic Primary School



History Policy



St. Michael's Catholic Primary School

Our Mission Statement

‘Finding Christ in each other’

‘Catholic Education is above all a question of helping to form Christ in the lives of others.’

Pope John Paul II

The School aims to promote Catholic values based on the teachings of Christ and to bring all members of the school community – staff, children, parents and governors – closer to God through the daily practice of those values in all areas of school activity.

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Curriculum Vision Statement

Our mission statement 'Finding Christ in Each other' is at the heart of our school. We believe in developing the whole child and praising qualities and talents in every child.

We see our curriculum as a vehicle for future learning and success. We want our children to see that they can contribute to the world and understand that they are citizens of the world and contribute to local, national and global issues.



- Catholic values – which helps pupils grow spiritually and give them values for life outside of school
- Historic Environment – which helps pupils to understand and appreciate their locality which facilitates their relationship to the wider world
- Resilience – which helps pupils grow as learners
- Independence – which helps pupils to grow as independent learners, not dependent on adults to learn
- Subject knowledge and skills – which help pupils develop their academic skills and give them knowledge for life
- Tolerance – respecting and valuing the beliefs, values, choices and opinions of others

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History Intent Statement

History Intent

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.
- Develop their sense of identity through learning about Esh and Durham throughout history.

Our History curriculum includes termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

Implementation

History is taught in blocks throughout the year, with the same overarching theme (changes within living memory, events beyond living memory, significant individuals and significant person or event in own locality) being taught in Year 1 and 2 and the same topic being taught repeatedly across Years 3-6, so that children achieve depth in their learning and build on this learning as they move through the school. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout

each year group across the school. By the end of year 6, children will have an in –depth, chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Benin Empire.

At St. Michael’s our EYFS curriculum is based on the goals outlined in the Early Years Statutory Framework and has been created with the support of the Development Matters and Birth to 5 documents. Alongside our curriculum documents we use our knowledge of the individual child to provide a range of learning opportunities through interactions, provision and enhancements to the environment.

Impact

Our primary goal at St Michael’s is that children will learn more, retain more and understand more. The sequencing of lessons, block teaching, excellent subject knowledge and quality first teaching will ensure this happens at every stage of learning. ‘Sticky knowledge’ will become embedded in the learner’s long-term memory and regular retrieval will make this information more easily accessible. Children will become more confident in discussing their learning and eager to share both previous and new learning with staff, peers and parents. The impact of the history curriculum will be evident in lessons, in books, in talking to the children and in the enthusiasm they show for the subject. Pupils will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will also confidently use a wide range of historical vocabulary and terms and discuss in detail the passing of time.

Equal Opportunities

At St Michael’s School we believe that every individual within the school has the opportunity to achieve their full potential and has the same chance and equal access to all areas of the curriculum.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.