



History

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In history, we aim for all of our children to see themselves as historians. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for history, recognising that the skills and knowledge they learn through history can be used to have a positive impact on God's world around them.

To be able to be a historian, children will need to build up the skills, knowledge and understanding of the past. They will need to understand and use the language of history and apply these historical skills and knowledge across the curriculum, making connections both within History and across other subjects too.

To be a historian, children need support to build a temporal awareness and a developing sense of identity as they come to understand their place in the story of human development. As a school we recognise that engaging children and young people in enquiry questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens. Adopting an enquiry approach to engage our pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports them to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to critiquing through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Helps to build a sense of identity and belonging on a personal, cultural, national and global level as pupils come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;



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- Enables pupils to understand and apply the skills of a historian through disciplinary knowledge such as chronology, evidence and interpretation, cause and consequence, change and continuity, similarity and difference and historical significance.

Implementation

Statement of Implementation:

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of



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opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.

- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)**
 - Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child.
 - Some topics are introduced by a WOW day; an immersive day of interactive workshops that plunge children into their new topic often incorporating art, theatre, games and costume. This creates moments that will inspire children to be inquisitive, and creates opportunities for them to make connections within their learning. It can also bring history to life and allows children to work through the lens of a historian.
 - Opportunities for children to make tangible links to the local history are actively encouraged including local walks to explore the architecture and its historical influences, the WW11 evacuation experience located at the local GSW steam railway, research and study into Antarctic explorer Edward Wilson who was native to Cheltenham. This provision is important not only in terms of learning and teaching differentiation but also from the perspective of inclusion and cultural capital building.

These aspects are expanded further in our [teaching and learning policy](#).



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How we plan for progression in history at St Gregory's:

The St Gregory's Curriculum is designed around the enquiry approach. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within history and across other subjects too.

History is taught every other term from Year 1 to Year 6. Each unit is driven by an overarching enquiry question, for example, children in Year 1 answer the question 'Why should we remember Mary Seacole?'. Each lesson within the unit is driven by a sub question that will contribute to the answer to the overarching enquiry question. Links to locality have been made where appropriate and as a school we maintain strong relationships with the Wilson Museum where museum boxes can be accessed to support the children's learning.

We recognise that foundations for becoming a historian are laid in the Early Years Foundation Stage through all seven strands of the Early Year Framework (especially Understanding the World) and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

Understanding the World

- To talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

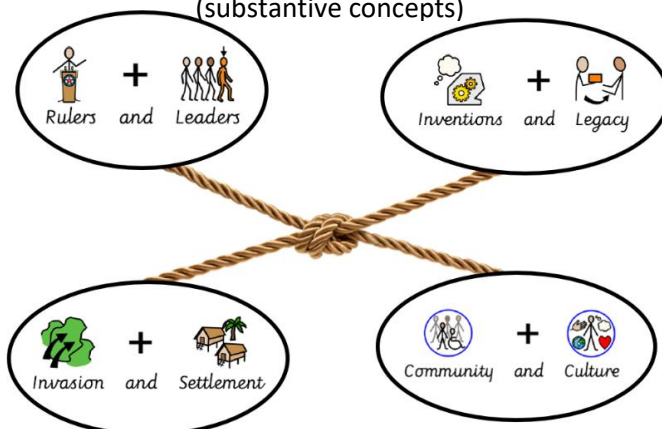
Communication and Language

- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the curriculum coverage was carefully considered as well as identifying substantive knowledge, disciplinary knowledge and golden threads (substantive concepts) for each unit.

Golden Threads

(substantive concepts)





History curriculum coverage

We adopt an enquiry led approach to history which enables our pupils to learn as young historians and to understand the kind of questions that historians ask of the world. Through enquiry our pupils not only build their substantive knowledge but become increasingly adept at disciplinary thinking and making connections to prior learning and the golden threads. We structure learning in History through big question led enquiries which are both in depth focused and also enable pupils to develop their chronological awareness of themes and issues over more extended periods of time. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics in their entirety, we will create a very shallow learning experience for our pupils. Consequently we adopt a policy of immersive learning in History that provides sufficient time and space for our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Coverage is based on the National Curriculum 2014 PoS with objectives allocated across phases and year groups, to ensure a progression of knowledge, skills and understanding. For example:

Year 3		Autumn	Spring	Summer
	Topic	Stone Age	Cheltenham	World War 2
	Enquiry Question	Is life better now or in the Stone Age?	What was here before St Gregory's School?	What was it like to be a child in World War 2?
	Context	The children will look at changes in Britain from the Stone Age through to the Iron Age. They will demonstrate an understanding of a prehistoric timeline from the Stone Age to the Iron Age. They will be taught about changes in farming, hunter-gatherers and protecting land. They will compare life between different periods and life today.	The children will investigate the origin of our school considering when it was built and what was there before. They will focus on the railway using a range of sources to support and explain. They will visit The Honeybourne Line and the Eco Hub wall considering what used to be there.	The children will focus on life as a child during the second world war. They will locate World War 2 in the context of the history of Britain. They will be able to name the main Allied and Axis countries with a brief understanding of the causes of the war. Children will construct informed responses about the effect of WW2 had on children across Britain (evacuation, role of women etc.).
	National Curriculum	Changes in Britain from the Stone Age to the Iron Age (hunter-gatherers, early farmers and hill forts).	Local history study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
	Substantive Concepts	Invasion and Settlement Inventions and Legacy	Community and Culture	Invasion and Settlement Inventions and Legacy
	Values (CST and British)	Human life is precious Working together as a team Taking part Respect Tolerance Liberty	Taking part Working together as a team Care and protection of God's creation Respect Tolerance	Human life is precious Consider the needs of everyone Rights and responsibilities Put others before yourself Respect Tolerance Liberty

This document has been crafted to ensure that all National Curriculum objectives are taught to children at least once through out their time at St Gregory's. Each unit has been carefully placed to be appropriate to their age and infitting with the progression of skills needed for successful achievement. This document is reviewed and agreed by staff regularly to ensure that the children are getting the best from their history curriculum.



History Progression of skills

The Disciplinary Knowledge Progression document identifies the skills of a historian the children will be developing and applying throughout their units of history. For example:

Year 1	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Toys Changes within living memory.	I can sequence events and objects in chronological order.	I can begin to identify different ways to find out about the past (photos, stories, adults talking about the past).	I can begin to recognise why people did things, why events happened and what happened as a result.	I can begin to observe changes over time.	I can recognise the difference between the past and present in my own and others lives.	I can talk about who was important in a simple historical account.
Mary Seacole Lives of significant individuals in the past and their achievements.	I can sequence photos from different points in my own life.	I can find answers to simple questions about the past from sources of information.			I can begin to identify similarities or differences between ways of life at different times.	
The Great Fire of London Significant events nationally.	I can use vocabulary linked to the passing of time. I can explore labelling timelines with pictures, words or phrases.					

Year 6	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Cheltenham Local history study.	I can place a current study on a timeline in relation to other studies.	I can recognise primary and secondary sources.	I can identify, give reasons for and evaluate the results of historical events, situations and changes.	I can identify and make links between changes across different historical events and time periods.	I can describe social, cultural, religious and ethnic diversity in Britain and the wider world.	I can identify historically significant people within a time period studied.
The Mayans A non-European society that provides contrasts with British history.	I can use timelines to place events and periods from around the world.	I can use a range of sources to find out about an aspect of time past.				I can explain the significance of a historical event and make links with previous learning.
Crime and Punishment An aspect or theme in British history beyond 1066 – changes in an aspect of social history.	I can accurately use relevant dates and terms.	I can address and devise historically valid questions. I can suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together.				

History Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in history planning. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge.

Planning

Planning for history uses a standard format consistent across all foundation subjects. When planning for history teachers utilise the Whole School Progression document which encompasses the National Curriculum agreed objectives and the Disciplinary Skills Progression document to craft engaging lessons.

These are the documents used to plan lessons in History.



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Believe and Achieve

Cross Curricular Links
Maths, English, Science, Computing, DT,
Geography, History, Art, Music, RE, PE,
PSCHE, MFL

History Cheltenham Planning Y6 – How did the discovery of Spa water change Cheltenham?

National Curriculum Objectives	Vocabulary
History KS2 - a local history <u>study</u> Examples (non-statutory) - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Tier 2 (can apply to other contexts) Empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesize Map Evidence Continuity Change Era Decades Locality Town Timeline Tier 3 (subject specific) Spa <u>CST and British Value Links</u> Care and protection of God's creation Consider the needs of everyone Taking part Liberty Respect

Substantive Concepts (Golden Threads)	Prior Learning:
Inventions and Legacy Community and Culture	Cheltenham – Y3 (not this cohort as lockdown and change of curriculum) Y3 Geography – Digi maps looking at location of farmland in Cheltenham and changes over time. Inventions of previous cultures – Egyptians / Romans and how Cheltenham compares How the community of Cheltenham worked together – looked at community and culture in Greeks, Vikings, Egyptians and then in KS1 when focus on significant people.
Disciplinary Knowledge	Substantive Knowledge (what they will learn)
Chronology – I can place a current study on a timeline in relation to other studies. I can use timelines to place events and periods from around the world. I can accurately use relevant dates and terms. Evidence and Interpretation – I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I can address and devise historically valid questions. I can suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together. Cause and Consequence – I can identify, give reasons for and evaluate the results of historical events, situations and changes. Change and Continuity – I can identify and make links between changes across different historical events and time periods.	Cheltenham has changed and developed over time from a single high street to a regency spa town. 1716 locals discovered Cheltenham's first healing spa water after seeing Pigeons pecking at the mineral deposits. 1736 King George III became the town's royal Patron 1788 King George drank the spa water for his own health and after that the visitors to Cheltenham and its popularity increased. The meaning of the Cheltenham Crest (pigeon, health, education) and how it relates to today. The pump room was completed in 1830 and is a significant building in Cheltenham. Timeline of major developments in Cheltenham Significant buildings in Cheltenham and how they have changed from the past – royal well, queens hotel, Montpellier trees, pump rooms.

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Similarity and Difference – I can describe social, cultural, religious and ethnic diversity in Britain and the wider world.	
Historical Significance – I can identify historically significant people within a time studied. I can explain the significance of a historical event and make links with previous learning.	

Support for additional needs in history

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within history includes: deliberate talk partner choices and seating arrangements, targeted questioning, oracy and reading opportunities, availability of wider resources, pre-teaching of key vocabulary and concepts.



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Where children are withdrawn from history for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as history where they feel they have a relative strength or particular interest.

Planning to challenge in history

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in history we are specifically looking for children who do this within the knowledge, skills and understanding in history. It may be that a Greater Depth historian receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach in history

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to history tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. The history subject leader delivers staff meetings and INSET training and subject leadership time is given to carefully plan for this.

History staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in history. Our history subject lead attends a history subject lead conference annually and that knowledge is passed on to staff to ensure all staff are up to date on the most current developments and the opportunities they provide.



Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our history curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a historian is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for history is that each and every child sees themselves as a historian. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a historian. For history, these formal assessment points are twice a year.

To reflect on the impact that the history curriculum is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Foundation subjects are formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated twice a year across the year group during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as a historian and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the history curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to



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apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.

- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about history at many levels.