



# HISTORY POLICY 2023-2024

## Article 28

You have the right to education.

## Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Approved by:

Date:

Last reviewed on:

Next review due  
by:

In light of the mission statement, the National curriculum, the SMSC policy and the assessment policy, the staff and governors at St. Ambrose have set down the following policy.

### Curriculum Intent

At St Ambrose we reflect the National Curriculum aims to:

- 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

At St. Ambrose we have developed and grown our whole school curriculum (Building the Kingdom) into one that matters for our children. It is an ambitious curriculum which is designed to give all learners, particularly the most disadvantaged and those with special educational needs the knowledge and cultural capital they need to succeed in life.

It is underpinned by BIG Questions to raise awareness and develop critical thinkers who become inspired to make a difference, build God's kingdom on earth and change the world! The aim of our curriculum is to grow advocates for change.

Through History, we ~~aim to~~ teach children about local, national and global history, in line with the national curriculum. We aim to provide an ambitious, challenging and engaging curriculum that supports all children to have a

comprehensive understanding of chronology, recall historical facts as well as understand the methods of historical enquiry that help them learn about the past and how this has influenced the present. The children will learn about key figures from the past who have transformed and influenced the society they lived in, and explore the legacy they have left.

Principle: Transformation of self into transformation of society.

### **Curriculum Implementation**

The curriculum is carefully planned, connected and implemented to ensure progression in knowledge, skills and understanding. The half-termly planning model we use is a collaborative approach where staff plan together with the SMT before the start of every topic. High quality teaching is planned for and delivered to:

- Engage children in their learning and provide memorable first-hand experiences.
- Develop local, national and global multi-cultural awareness.
- Provide effective enrichment opportunities to increase the cultural capital of our children.
- Use parental engagement activities to involve parents in their child's learning

The long-term overviews can be found on each class web page. History is taught in Autumn 1, Spring 1 and Summer 1.

In History, units of work are planned which show clear progression in skills, knowledge and understanding.

Enrichment opportunities are planned for in every year group, through trips visitors and the local history unit in each phase.

Staff make historical links to local, national and global events in the news and encourage the children to ask questions and critically think about the information they are presented with.

Pupils learn about the importance of rights and British Values by looking at the ways others have not had the same rights as them in the past.

Teachers plan for children to use the transferrable skills of reading and writing in their History learning. Therefore, the learning is adapted to suit the needs of pupils to ensure all children can access the History curriculum.

### **Curriculum Impact**

The impact of our curriculum can be seen and heard when you talk with our children about their experiences, and the changes in our community and society they have influenced.

The high-quality learning which is produced in their books, demonstrates the progress the children make from their starting points to their end points and this is celebrated through outstanding learning environments.

Through History the children will develop a good understanding of chronology, a sequential narrative of British history, an understanding of local history and discover key figures in the past who could inspire them today to be change makers.