



'Growing, loving and learning in the arms of Mary'

History Policy

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Article 13 (right of participation) All children have a right to find out things and say what they think.

Article 17 (right of participation) All children have the right to information from the media.

Article 14 (freedom of expression) All children have the right to think and believe what they want.

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

Article 29 (goals of education) Education should teach children to respect their own and other cultures.

St. Mary's Catholic Primary School - History Policy

Introduction

This policy outlines the purpose, nature and management of the history taught and learnt in our school. It has been adopted by the staff of St. Mary's Catholic Primary School. This policy outlines the guiding principles by which this school will implement history in the New National Curriculum. It is reviewed periodically. It has been drawn up after recent in-depth discussions with staff and its implementation is the responsibility of all teaching staff. A shared understanding is important. Responsibility for monitoring and review rests with the history subject leader.

Rationale

We recognise that the personal development of children, spiritually, socially, morally and culturally, plays a significant part in their ability to learn and achieve. Therefore we aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children how the events in the past have influenced our lives today. We teach the children how to investigate these past events and by so doing develop their skills of enquiry, analysis and interpretation. We aim for the children to develop a broad in-depth and chronological understanding of world history with a particular focus on that of Britain [Article 28 & 29 UN Convention on the Rights of the Child \(UNCRC\)](#). We teach the children history through our curriculum drivers which are personal to our school.

These drivers are:

Beliefs

Rights

Environment

Wellbeing

Aims

- ❖ To promote an interest in learning about the past.
- ❖ To develop a sense of chronology.
- ❖ To develop historical knowledge and understanding in the wider world. [\(Article 29 UNCRC\)](#)
- ❖ To learn about individuals and events, the causes and effects and their role in shaping modern times. [\(Article 29 UNCRC\)](#)
- ❖ To encourage the children to recognise, express and interpret points of views. [\(Article 12 & 13 UNCRC\)](#)
- ❖ To encourage thinking about cause and effect, and how the past influences the present
- ❖ To develop an ability to investigate and interpret different versions of past events.
- ❖ To help the children interpret the past through a variety of sources.
- ❖ To help the children question and interpret historical evidence.

- ❖ To encourage the children to understand other people, their beliefs, cultures, thoughts, values and experiences. (Article 13 UNCRC)
- ❖ To develop an awareness of the world around them.
- ❖ To develop an understanding of society and their own place within it, so that they acquire a sense of their cultural heritage. (Article 29 UNCRC)
- ❖ To be able to communicate their historical knowledge and understanding using a variety of vocabulary, media and techniques. Article 17 (UNCRC)
- ❖ To understand how Britain is part of a wider European culture, and to study some aspects of European history. (Article 13 UNCRC)
- ❖ To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Through history we can also:

- ❖ improve pupils' skills in literacy, numeracy and ICT
- ❖ develop pupils' thinking skills
- ❖ develop pupils as active citizens
- ❖ promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Attitude and skill

We also seek to encourage the development of the following skills:

- ❖ Historical enquiry.
- ❖ Empathy.
- ❖ Interpretation of primary and secondary sources.

Entitlement

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

Equal opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Strategies for the teaching of history

Topics have been allocated to each year group to enable cross-curricular links and can be seen in the long-term plan.

Learning and teaching in history will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles. The mode of working in history is a mix of class teaching, co-operative groups and individual work. Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways. Historical work is recognised in general display or in communicating the results of historical enquiry to the whole class.

Teaching and Learning Styles

The expectations are that teaching and learning styles will differ from each lesson and will address the needs and wants of the children and the subject being taught. When possible, the current English focus i.e. non-chronological reports, should be linked to what is being studied in history. The history planning should ensure that all objectives are from the history skills based curriculum. Artefacts and drama should take a key part and the teaching of history will be greatly enhanced by trips and visitors. Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils.

In learning history pupils will:

- ❖ All topics should start with chronology, children must understand there were other people/civilisations in the world at the same time.
- ❖ Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts;
- ❖ Investigate significant issues about the past;
- ❖ Work in a variety of contexts – individually, in groups, as a whole class;
- ❖ Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps;
- ❖ As they grow in confidence, begin to pose and investigate their own questions about the past.

Assessment

Assessment is recorded against key statements for which pupils attain at, above or below the expectations for the year group. The results are used in reporting to parents at the end of the year, and used for data analysis. At the end of each academic year a review takes place where the features of the analysis feed in to the following year's action plan for the subject. Progression of skills and links to drivers should be used to inform planning. At the beginning of each topic, where relevant, links should be made to previous topics i.e. when teaching the WW2 topic about evacuees in Y6, links should be made to the Y3 topic of what life

was like in Victorian Britain for children, and when studying the ancient civilisations links should be made with beliefs in more than one god to understand the natural phenomena of the time.

The Role of the History Co-ordinator

- ❖ To assist colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas.
- ❖ Monitoring and evaluating the children's work, views about the subject, displays and planning.
- ❖ Clarifying areas of uncertainty.
- ❖ Auditing and ordering resources when needed and within budget constraints.
- ❖ Monitoring the progress of history teaching and also assessment of the curriculum.
- ❖ Leading staff meetings as appropriate.
- ❖ Attending relevant training.
- ❖ Keeping up to date with developments in history curriculum and feeding back to the rest of teaching staff.

Foundation Stage

History is taught in the Foundation Stage (Nursery and Reception) within the area of 'Knowledge and Understanding of the World.' The children are encouraged to make sense of the world by developing their knowledge, understanding and skills. For example, learning about their own family history, by talking to their own families about past and present events in their lives. To develop an understanding of language and vocabulary related to time, such as 'before, yesterday, in the past etc. They should look at how the world has changed over time such as 'this morning/afternoon/weekend, when I was a baby etc. They begin to develop their knowledge and understanding of the world through:

- ❖ Storytelling – listening to stories and memories of older people.
- ❖ Role play.
- ❖ Sequencing events in their own lives to gain a sense of time.
- ❖ Visitors.
- ❖ Looking at photographs.

Key Stage 1

The Programme of Study for Key Stage 1 (KS1) focuses on building and further developing children's awareness of the past, using common words and phrases relating to the passage of time. They should be able to place people and events that they study within a chronological timeframe. They should be able to identify similarities and differences between life in different periods of time. Children should begin to expand their historical vocabulary. They should be encouraged to ask and answer questions, use parts of stories and other sources to show that they know and understand key people and events and the role they

played in developing the world that they live in today. They should understand that some sources differ in their version of events and that people can have differing views of the same event. Teachers may find that when teaching about different periods and events that they are often introducing children to historical periods that they will study more fully at Key Stage 2. This will hopefully ensure progression so that the children as they progress through the scheme of work are increasingly challenged as they move through the school.

In KS1 children should be taught about:

- ❖ Events/changes within living memory.
- ❖ Significant national or global events beyond living memory.
- ❖ Local significant historical events, people and places.
- ❖ The lives of significant individuals in the past who have contributed to national and international achievements.

Key Stage 2

The Programme of Study for Key Stage 2 (KS2) should continue to allow developing a chronologically secure knowledge and understanding of local, British and world history. The children should know how our knowledge of the past is informed and constructed from a range of sources. They should establish clear narratives within and across the periods they study. They should note connections, contrasts, and trends over time and develop the appropriate use of historical terms. They should ask and address historically valid questions about change, causes and effects, similarity and difference and significance. Children, using thoughtful selection and organisation of relevant historical information should construct informed responses.

To ensure progression teachers should build upon their prior knowledge, make links back to previous topics and combine overview and in depth studies to help children understand the long arc of development and the complexity of specific aspects of the content.

Children should be taught about:

- ❖ Changes in Britain from the Stone Age to the Iron Age.
- ❖ The Roman Empire and its impact on Britain.
- ❖ Britain's settlement by Anglo-Saxons and Scots.
- ❖ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ❖ A local history study.
- ❖ A study of an aspect or theme in British history that extends children' chronological knowledge beyond 1066.
- ❖ The achievements of the earliest civilisations – an overview of where and when the first civilisations first appeared and a depth study of one of the following:
 - Ancient Sumer
 - The Indus Valley
 - Ancient Egypt

- The Shang Dynasty of China
- ❖ Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- ❖ A non-European society that provides contrasts with British history – one study chosen from:
 - Early Islamic civilisation including a study of Baghdad c. AD900
 - Mayan civilisation c. AD900
 - Benin (West Africa) c. AD900-1300

Recording of History

- ❖ A variety of methods are encouraged to record the children's work so they can communicate their findings to others. **Any extended writing must focus on history knowledge and understanding, not English objectives.**

These may include:

- ❖ Written or verbal reports, writing in role, diary entries
- ❖ Persuasive writing/drawings/posters
- ❖ Recounts of trips or visitors in school
- ❖ Double page spreads – good for assessment
- ❖ Circular books
- ❖ Collage
- ❖ Models
- ❖ Pictures
- ❖ Role play activities
- ❖ Drama
- ❖ Games
- ❖ Quizzes – good for assessment at end of topic
- ❖ Child led presentations
- ❖ Graphs and charts
- ❖ Media presentations
- ❖ Mind maps
- ❖ Flow charts

Marking

Marking should follow the school's Feedback policy. ARE can be found on the Common Server and on the Primary Progress Toolkit.

Monitoring and Evaluation

History will be monitored throughout the year by the History Co-ordinator. Samples of work from each year group and topic will be kept. Books and planning will also be monitored to ensure that the

Programmes of Study are being taught effectively and the needs and abilities of the children are being catered for. Lessons may be monitored to help promote the quality of learning and standards of achievement in history.

Inclusion

All children are entitled to a broad and balanced curriculum. **(Article 29/29UNCRC)**. History forms part of that broad and balanced curriculum. We teach history to all children, whatever their ability. When teaching history we provide learning opportunities that enable all children to make progress. We provide learning opportunities matched to the needs of children with learning and behavioural difficulties and we take into accounts targets set for individual children in their individual support plans. We use a range of strategies to support children. A few of these are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons.
- Varied levels of questioning.
- Different levels of questioning both oral and written for historical investigations.
- Mixed ability grouping.

For children working above age related expectations opportunities will be given to think creatively, explore and develop their ideas and try different approaches. Children will be encouraged to ask their own questions, offer ideas and possible solutions. They will be encouraged to work with greater independence.

Resources

Resources are currently stored in classrooms/staff room. All staff may access them but they are responsible for their prompt and orderly return. The children have access to iPads for research and each class has an interactive whiteboard.