



**ST CHARLES'**  
**CATHOLIC PRIMARY**  
**SCHOOL**

**HISTORY**  
**POLICY**

<b><u>HISTORY POLICY</u></b>	
<b><u>AGREED: MAY 2020</u></b>	<b><u>NEXT REVIEW: MAY 2022</u></b>

**Our Mission at St Charles' Catholic Primary School is to...**  
**LOVE, LEARN, GROW TOGETHER**

## **St Charles' Catholic Primary School**

### **History Policy**

#### **Our Aims**

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.

(Taken from the New Primary History Curriculum -Reference: DFE-00173-2013)

#### **Through History we can also:**

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

#### **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.

All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

### **Equal Opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. 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**

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.

In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Knowledge and Understanding of the World'.

In KS1 & KS2 History is taught through planning linked to the new National Curriculum 2014-15. The objectives have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of History are also taught through cross-curricular topics e.g. English, History and ICT. Where possible we have also tried to link our History topics with our English scheme of work 'Read to Write' and history in our local area.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

## Long Term Planning

The curriculum has been organized accordingly into three termly units for each year group, linked to the new National Curriculum 2014-15. There is a Curriculum Map for each year group to show what they are learning.

## Expectations

Below is a list of skills children will develop in each Key Stage:

### Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong)
- significant historical events, people and places in their own locality.

### Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing 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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- a local history study linked to the Victorians
- Ancient Egypt - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
- Britain's settlement by Anglo-Saxons and Scots
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Mayan civilization c. AD 900-A non-European society that provides contrasts with British history
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### **The role of the history subject leader is to:**

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practice.
4. Develop assessment and record keeping ensuring progression and continuity.
5. Keep abreast of developments in history education and media usage.

### **Assessment**

History benefits from a spiral approach to the curriculum – revisiting places and topics in ways that build knowledge and understanding, since progress is not a step by step linear process. However, each unit of work need to have specific assignments to assess the breadth of history covered. These may include written or diagrammatic work and observations noted during discussion and fieldwork. A portfolio of work from Y1 to Y6 will show examples of geographical work. Reporting to parents occurs annually within a written report

### **Resources**

Resources are centrally stored in the junior corridor in topic boxes. These include books and artefacts linked to topics covered in KS1 and KS2. All classrooms have Interactive whiteboards with internet access to enhance learning. Every class has a timeline showing their existing chronological knowledge which is suitable for their age group. The school currently subscribes to 2016 BETT winner Oddizzi. Children from Year 1 – Year 6 have passcodes so they can access them from home in addition to using the website in school.

### **Health and Safety**

When planning trips, all teachers are required to gain permission from a member of the SLT before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they

have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. See ***Health and Safety Policy*** and ***Educational Visits Policy***.

### **Monitoring and Evaluation**

To monitor and evaluate history the history subject leader will undertake:

- Analysis of teachers' medium term planning and giving positive feedback.
- Pupil interviews
- Scrutiny of work samples