



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

**HISTORY**  
**POLICY**

<b><u>HISTORY POLICY</u></b>		
AGREED: JULY 2017	REVIEWED: MARCH 2024	NEXT REVIEW: MARCH 2026

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

**ST CHARLES' CATHOLIC PRIMARY SCHOOL**  
**HISTORY POLICY**

**1 Aims and Objectives**

**1.1** History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies were organised, and what beliefs and cultures they had together with how these influenced their actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and as members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

**1.2** The aim of history teaching at St Charles' Catholic Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. They develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

**1.3** The aims of history are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop the skills of enquiry, investigation, analysis, evaluation and presentation.

**2 Teaching and learning style**

**2.1** History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and

talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

**2.2** At St Charles' Catholic Primary School we use a variety of teaching and learning styles for our pupils to enable them to access the curriculum (visual, auditory and kinaesthetic) as well as different learning groups (whole class, group work, paired work and individual work). We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in history lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present their findings to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in historical topics which they can relate to and which they find exciting. We realise the importance of visits and visitors to stimulate children's curiosity and learning.

**2.3** We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

**2.4** We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting differentiated tasks;
- grouping children by different criteria where appropriate (E.g. ability groups, friendship groups)
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children

### **3 History curriculum planning**

**3.1** We are working towards a dynamic, creative curriculum where historical experiences are integrated into other areas of learning. We use the National Curriculum for history as the basis for our curriculum planning and have designed our own bespoke curriculum around this, which fits with our learners and school. Our curriculum planning is in two phases (long-term and medium-term).

**3.2** Our long-term plan maps the history topics studied in each term during each key stage. The history subject leader works this out in conjunction with the SLT and teaching colleagues in each year group. We combine the historical study with work in other subject areas.

**3.3** Our medium-term plans follow the National Curriculum and give details of each program of study for each term and we ensure that children have complete coverage of the National Curriculum.

**3.4** For short term planning, each class teacher is given planning which they annotate and tailor to their children's needs. These plans list specific learning objectives, task and success criteria. The class teacher keeps these plans, and discusses them with history subject leader on an informal basis.

**3.5** We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned

progression built into the programs of study, we offer them an increasing challenge as they get older. All children are encouraged to recognise the links between history and other subjects.

#### **4 EYFS**

We teach history in the Foundation Stage as an integral part of the topic work covered during the early years. We relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS) Document, which underpins the curriculum planning for children aged three to five. History makes a significant contribution to the EYFS objectives of developing a child's understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. This cross curricular approach also helps to develop their language and communication skills as they re-enact role play events from the past. EYFS children learn to develop personal, social and emotional skills through their topic lessons, through this collaboration with others.

#### **5 The contribution of history to teaching in other curriculum areas**

##### **5.1 English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use within this are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

##### **5.2 Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

##### **5.3 Computing**

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history in all key stages. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. We use I pads to edit, to record video, green screen technology, still photographs and audio.

##### **5.4 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

##### **5.6 Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **6 Teaching history to children with special educational needs**

**6.1** We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children

**6.2** Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable each child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**6.3** We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Supporting Pupils with special educational needs**

**7.1** St Charles' Catholic Primary School recognises that all children have an entitlement to a broad, balanced and relevant curriculum. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work and support is differentiated appropriately and assessment is used to inform the next stage of learning.

## **8 Assessment and Recording**

**8.1** At the end of each topic the class teacher must complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

## **9 Resources**

**9.1** We continually review our resources in our school to be able to teach all the history units in our program of study. We have a reasonable supply of history topic books, and we update resources when they are needed. We are developing links with Liverpool museum and are benefiting from their wide range of resources.

## **10 Visits and Visitors**

**10.1** We encourage classes to undertake visits, one local visit and some further afield. Fieldwork is integral to good historical teaching and we include as many opportunities as we can to involve children in local historical research and enquiry.

**10.2** As part of our creative curriculum, as well as visits, we encourage interesting appropriate visitors to come to the school to enhance the children's learning. We have welcomed many visitors into our school to share their resources or lead a workshop to develop the skills of all of our children.

## **11 Monitoring and review**

**11.1** The history subject leader, alongside the SLT, is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the Headteacher an annual action plan in which he/she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## **12 Creativity**

**12.1** At St Charles' Catholic Primary School, we aim to promote a creative approach to learning in order to prepare our children for the world outside school and the world of work, where a creative approach is increasingly necessary.

This approach includes:

- Questioning and challenging conventions and assumptions
- Making inventive connections and associating things that are not usually related
- Envisaging what might be: imagining — seeing things in the mind's eye
- Trying alternatives and fresh approaches, keeping options open
- Reflecting critically on ideas, actions and outcomes