St Mary's Catholic Primary School

History Policy

We grow and learn in the footsteps of Jesus

Approved by	
Name:	Emmy Dillon / Margaret Woosnam
Position:	Subject Lead / Subject Governor
Signed:	E. Dillon / M. Woosnam
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History Policy

INTENT

Aims and objectives

History is all about people, it is the study of people of different types from different times and different places. We aim to fire pupils' curiosity about the past in Britain and the wider world. Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils will 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 members of society. What they learn may influence their decisions about personal choices, attitudes and values.
In history, pupils will look at evidence, weigh it up and reach their own conclusions. To do this, they will research, sift through evidence, and argue for their point of view – skills that are important in adult life.

At St. Mary's Catholic Primary School, we aim to incorporate the history of our local area in order to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and that of the local area. We aim to inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well their own identity and the challenges of their time.

Pupils will

- Develop a sense of time, helping children to grasp how time is measured and to see that some things change quickly others slowly
- Help children to work out how and why events happen.
- Help children to consider what it was like at different times in the past.
- Help children to understand that there are some things about the past we can know for sure and others we can never know. History has to be constructed from the pieces of the jigsaw that are left behind, without the picture on the lid to help us.
- Help children use evidence to reach balanced points of view realising the need to check and to cross reference and not to believe the first source they read and understand that people interpret the past differently and use different ways to present their ideas;
- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;

IMPLEMENTATION

Teaching and learning style

History is a foundation subject in the curriculum. Its 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 focus on helping children to 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.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage. Medium term plans are mapped out by class teachers. They use the topic being taught as a stimulus and create a series of sessions which link to this and cover the range of skills needed in accordance to the National Curriculum. The short-term plans list the specific learning objectives and expected outcomes for each lesson.

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and 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 vocabulary ('new' and 'old', for example) in relation to their own lives.

Early Years Foundation Stage

At St. Mary's C.P. School, history makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the nursery and reception classes history is taught as an integral part of topic work covered during the year. In the EYFS history is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The history side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Curriculum.

KS1

In Key Stage 1, the curriculum is planned so that pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms and 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented. The Key Stage 1 History curriculum will introduce pupils to historical periods that they will study more fully in Key Stage 2.

In Key Stage 1 pupils learn about their own lives, about their families and friends in the recent past and about people and events from the more distant past. Pupils will look at famous people and events, focusing on cause, consequence and what it was like to live in

the distant past. By Y2 pupils will spend more time looking at change. Throughout Key Stage 1 pupils will explore historical sources, especially the pictorial and the artefactual.

KS2

In Key Stage 2, the curriculum is planned so that pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information. This will help them understand how our knowledge of the past is constructed from a range of sources. The Key Stage 2 History Curriculum, incorporating British, local and world history will combine overview and depth studies to help pupils gain an understanding of the long arc of development and the complexity of specific aspects of content.

At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we aim to provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

IMPACT

Children will demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Throughout a unit of work, teachers assess pupil's progress using a traffic light system in the relevant Excel file for their year group. We use these grades/colours as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year. Teachers will make a judgement at the end of each History unit of work on whether pupils are working below age related expectations, at age related expectations and above age-related expectations. This information will be recorded on the assessment tracker, Insight.

The history subject leader will keep samples of children's work in a portfolio. These will demonstrate what the expected level of achievement is in history for each age group in the school.

Monitoring and review

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which she evaluates the strengths and weaknesses in history and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe history lessons across the school.

This policy will be reviewed at least every two years.

Signed: E. Dillon

Date: 8.3.2024

Appendix 1 – History Long Term Plan

Appendix 2 – KS2 History Planning for Conceptual Understanding

Appendix 2 – What is History?