# History Policy

*"Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care"*

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## 1. Introduction

History is an essential part of the Curriculum and should be studied in its own right. History gives us a sense of identity set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems. As the children see the diversity of human experience and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view - skills that are essential in adult life.

## 2. Policy and aims

Our curriculum aims/intends to:

- To promote positive attitudes and enthusiasm for History
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes.
- To introduce pupils to what is involved in understanding and interpreting the past.
- To develop an understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- To develop knowledge and understanding of significant aspects of the history of the wider world
- To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’, ‘parliament’ and ‘peasantry’
- To develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyze trends, frame historically- valid questions and create their own structured accounts, including written narratives and analyses
- To 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
- To 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.

## 3. Legislation and Guidance

Key Stage 1

Pupils should 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
- 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
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils 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
- a local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## 4. Roles and responsibilities

The role of a History Coordinator is to

- have a shared vision for improving the subject
- know about standards
- evaluate progress
- observe teaching and scrutinise children's work
- support colleagues with planning
- identify CPD needs
- promote effective learning environments organise an ongoing and effective cycle of monitoring and reflective action planning

Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning to ensure that History remains a high profile subject in the school's development aims.
- With the History coordinator, keep the governing body informed about the progress of the subject and the scheme of work.

## 5. Organisation and planning

**EYFS**

Children in our Early Years phase follow the Early Years Foundation Stage Curriculum, which consists of seven areas of learning. We teach children by ensuring challenging, playful opportunities across both the prime and specific areas of learning.

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Age 3-4 (Nursery)

Comment on images of familiar situations in the past.

Example of how to support this in Nursery

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

### Reception

Comment on images of familiar situations in the past.

Example of how to support this in Reception

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Compare and contrast characters from stories, including figures from the past

Example of how to support this in Reception

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce

characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

## Key Stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework using basic words and terminology to help them and identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will 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 study some of the ways in which we find out about the past and identify different ways in which it is represented.

## Key Stage 2

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. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

## Programmes of study

St. Lawrence Catholic School follow the current National Curriculum Programmes of Study as set out below.

## EYFS

### Three and Four-Year-Olds

Understanding the World

- Begin to make sense of their own life-story and family's history.

### Reception

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

**ELG**

Understanding the World and Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

History has many links with other curriculum areas including English, Drama, Geography, Art, R.E., Computing and PSHE. Approaches to teaching relate to the historical content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts. Role-play and simulation activities may help develop understanding and empathy. The requirements of the National Curriculum and the age and ability of the children at St. Lawrence influence the resources employed.

- Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources and computer-based materials
- Buildings and sites, educational visits to museums (restricted due to Covid Regulations) and the use of fieldwork

**Golden Threads**

A About the time in history.
S What is similar and different to other events in history and to our world today?
P Significant people in this period and why they are important.
E Key events in this period of history.
C The consequences of events and how they have influenced our lives today.
T Looking at where the event is placed on a timeline of world history and a timeline of the key events that take place during the period being studied.

The most important part of ASPECT is to link the events the children study so instead of having discreet studies of periods in time, the children can establish links and patterns in the past, how they affect us today and give relevance to their learning.

## 6. Inclusion

St. Lawrence's Programme of Study for History covers a broad range of historical studies, ensuring that children of varying levels of ability (including pupils with S.E.N and those who are More Able) are given the opportunity to achieve work of a high standard that reflects their ability.

All teaching and non-teaching staff at St. Lawrence's Catholic Primary School are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Children with Special Educational Needs are taught the full History Curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in History lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

## 7. Monitoring arrangements

The children work in a separate History book. They are encouraged to take pride in their presentation and content. Feedback is given orally and in written form.

For each topic:

Teachers use Assessment for Learning (AfL) strategies throughout lessons to monitor pupils' understanding, identify misconceptions and inform future teaching. In Key Stage 2, short assessment tasks, such as multiple-choice quiz are also used to check pupils' knowledge, understanding and ability to apply historical skills.

The History Subject leader will have lead responsibility for the monitoring of history in the school alongside the SLT.

A range of measures will be used to evaluate impact of the policy in line with the above-mentioned objectives including QA days, Peer challenge days, participation data and pupil voice.

## 8. Resources

Resources are stored in a cupboard situated by the ICT Suite. These include topic boxes for each of the main areas of study plus a range of books. These are monitored and updated by the history coordinator. Any additional resources required are purchased according to budget constraints and teacher requests.

## 9. Links with other policies

This policy links to the following policies and procedures:

Marking policy

See our EYFS policy for information on how our Early Years Curriculum is delivered.