St Philips Catholic Primary School



History Policy

2023

This History Policy is set within the context of the whole school aims and mission statement:

*Learning and working together through Christ.*

There are three main purposes to this policy:

1. To establish expectations for teachers of this subject.
2. To promote continuity and coherence across the school.
3. To state the school’s approaches to this subject to promote public, and particularly parents’ and carers’, understanding of the curriculum.
4. To ensure that our key stage 2 leavers are ready for the next stage of their education as historians.

The implementation of the policy is the responsibility of all the teaching staff.

**Rationale**

*“The more you know about the past, the better prepared you are for the future.”* - Theodore Roosevelt

**As a school we aim to:**

* Deliver a high-quality history education that enables learners to gain an understanding of our local heritage, Britain’s past and that of the wider world.
* Inspire children’s curiosity to know more about the past.
* Demonstrate that they know of some major events of British and world history within a broad chronological structure.
* Demonstrate that they appreciate the breadth and richness of history e.g. by drawing attention to the technological, scientific and aesthetic achievements of the past.
* Appreciate that different societies have held different beliefs, values and attitudes at different times.
* Appreciate that the beliefs, values and attitudes of people in modern Britain have grown out of their past experiences. Learn about the social, cultural, religious and ethnic diversities of the societies studied.
* Understand that evidence of the past may be interpreted in different ways.
* Use chronological conventions such as B.C., A.D., century etc. and be able to record, select and organise this information appropriately.
* Make use of primary and secondary sources and visits to support interpretations of historical events.
* Make simple causal connections, especially those involving historical characters and their actions.
* Recognise similarities and differences between the past and present day.

**History teaching at our school aims to:**

* Help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.
* Inspire pupils’ curiosity to know more about the past.
* equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
* 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 as their own identity and the challenges of their time.

**Catholic Social Teaching**

Catholic Social Teaching underpins the work of our school, and the principles are interwoven within our curriculum and wider school life. As members of the Catholic Church, we are all called upon to preserve the dignity of all human beings, to care for creation, and to reach out to our sisters and brothers in need. Catholic social teaching is used across many subjects, it is not taught just in RE. Our History curriculum links strongly with our Catholic Social Teaching (CST) curriculum; through CST, children develop an appreciation of different cultures and the concept of human dignity, they discuss the values by which we live, the rights of human beings and the responsibilities we have towards all people, their communities, and the natural world.

Where links have been made to a CST, this will be highlighted by a ‘Catholic Teaching link’ stamp.

**Objectives of Curriculum**

**Early Years Foundation Stage**

In Early Years Foundation stage, pupils talk about past and present events in their own lives and in the lives of family members through focussing on Understanding the World. They make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Key Stage One**

Key Stage 1 pupils will 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, remembering to use a wide range of vocabulary of everyday historical terms. Pupils 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.

**Pupils should be taught about:**

* 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 like Guy Fawkes and the Gunpowder plot].
* 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
* Significant historical events, people and places in their own locality.

**Key Stage Two**

In Key Stage 2, pupils will focus on continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

**Pupils should be taught about:**

**Changes in Britain from the Stone Age to the Iron Age**

Examples (non-statutory)

This could include:

* late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Bronze Age religion, technology and travel, for example, Stonehenge
* Iron Age hill forts: tribal kingdoms, farming, art and culture

**The Roman Empire and its impact on Britain**

Examples (non-statutory)

This could include:

* Julius Caesar’s attempted invasion in 55-54 BC
* the Roman Empire by AD 42 and the power of its army
* successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

**Britain’s settlement by Anglo-Saxons and Scots**

Examples (non-statutory) This could include:

* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
* Christian conversion – Canterbury, Iona and Lindisfarne

**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Examples (non-statutory)

This could include:

* Viking raids and invasion
* resistance by Alfred the Great and Athelstan, first king of England
* further Viking invasions and Danegeld
* Anglo-Saxon laws and justice
* Edward the Confessor and his death in 1066

**A local history study**

Examples (non-statutory)

* a depth study linked to one of the British areas of study listed above
* a study over time tracing how several aspects of national history are reflected in

**Continuity and challenge**

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time. Long-term planning gradually extends the content.

**To ensure that pupils build a coherent sense of the past:**

* Teachers make links to earlier learning by asking questions that relate to prior learning, both academic and personal experience.
* Teachers indicate where work is reinforced or developed in a later unit.
* Teachers ensure that the children have a secure understanding of the linear form of time.

**To ensure that there is progression in the standards expected and achieved.**

* Learning objectives show progression in how pupils’ thinking, and responses develop from simple assertions using description to explanation and analysis.
* Learning objectives expect pupils to blend skills more effectively as they progress, for example, by calling on their broader knowledge base; using more careful investigations of a range of sources to delve more deeply; and to communicate their findings in well-structured writing.

**Teaching and learning**

In line with the school’s teaching and learning policy in history, teachers:

* Start from pupils’ own experiences, interests and prior learning;
* Revisit and build on pupils’ prior knowledge, understanding and skills;
* Organise learning around questions that engage and challenge all pupils;
* Share with pupils how they are expected to learn and what they are expected to improve.
* revisit prior learning in a retrieval task at the start of each lesson so that children know more and remember more
* provide opportunities for pupils to work as individuals, in pairs and in groups; encourage discussion so that pupils clarify their thinking;
* set high expectations and use National Curriculum age appropriate expectations to aid this so that learning objectives and activities are sufficiently challenging;
* provide pupils with regular feedback about their work and about what they need to do next in order to improve.
* Give clear explanations using relevant examples and analogies;
* Use a wide variety of resources and approaches alongside Plan Bee sceme of learning;
* Encourage pupils to think for themselves;
* expect pupils to record their work in a variety of ways, including time lines, diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. Where appropriate, pupils make oral presentations of their work.
* Show pupils how to connect what they learn in history with other subjects;
* Encourage pupils to enjoy and engage in “doing” history;
* Be reflective about their teaching and the impact that it has on the pupils’acquisition of historical knowledge, understanding and skills.
* use assessments after units of work;

**Knowledge organisers (KO)**

The children will be provided with a knowledge organiser in their books at the start of every new unit of work. This will contain important vocabulary and information related to their upcoming unit. There will be opportunity for the children to fill out a schema (mind map) at the bottom of the KO to include their past knowledge. Prior to beginning the unit, the children must respond to three diagnostic questions on each knowledge organiser that are related to their prior knowledge.

**Teaching time**

In order to achieve the objectives of the history Curriculum, the subject is taught as an isolated topic in three half terms across the year, with geography being taught in the remaining three half terms in the year. Every class must tach 1 hour of History a week. In the Early Years Foundation Stage, history is taught within a theme over a half term.

**Organisation**

In lessons, a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of:

* Groups, with differentiated tasks
* Teacher led work/ power points
* Relevant discussion at class, group and individual level
* Independent work/ extended writing activities
* Research activities (using reference books, atlases, globes, Google Maps, Google Earth, 360° virtual tours)
* A chance for groups to communicate findings in a variety of ways including the use of ICT

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will differentiate through support given to meet the needs of the individual, activities, outcome and resources.

**Planning**

History planning is the responsibility of individual teachers and should be used to:

* Set clear objectives for the lesson
* Identify key vocabulary
* Ensure work is matched to pupil’s abilities and interests
* Ensure progression, continuity and subject coverage throughout the school
* Lead to the answering of the ‘big question’ as an assessed piece of work

Medium term planning is created by teachers and monitored by the history subject leader on a termly basis. Monitoring feedback is shared with senior management and is given to teaching staff so that the relevant changes can be made. Teachers should try to implement cross curricular links of literacy and maths within history where it is possible. There should be evidence of extended writing tasks planned and taught in History lessons.

**Assessment**

Formative assessment will take place in history within each lesson, with teachers making a record of this when evaluating lesson plans.

At the end of every unit, children will are expected to complete a short, effective end of unit quiz. This is a helpful tool for determining how much the students have learnt. It may also provide information for any required follow-up.

**ICT**

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, audio visual aids, CD-ROMs and DVD’s. The school sets of laptops/iPads may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning. An awareness of internet safety will be paramount on such occasions.

**Displays**

Each classroom should have a History display with key historical vocabulary to be used as a working wall. A historical timeline should be displayed to clearly identify where in history the events have taken place, as well as in relation to other focussed events and us today. History displays should be regularly updated and relevant to the topic current being taught. The history subject leader will carry out termly learning walks to monitor history displays in classrooms/ shared areas