



HOLY FAMILY CATHOLIC PRIMARY SCHOOL HISTORY POLICY

At Holy Family Catholic Primary School, we are committed to providing all children with learning opportunities to engage in history. This policy reflects Holy Family Primary School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

SUBJECT AIMS:

At Holy Family Catholic Primary School, we aim for our children to become historians by:

- Instilling in them a curiosity and understanding of events, places and people in a variety of times and environments.
- Developing an interest in the past and an appreciation of human achievements and aspirations.
- Understanding the values of our society.
- Learning about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- Developing a knowledge of chronology within which the children can organise their understanding of the past.
- Understanding how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- Understanding the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- Distinguishing between historical facts and the interpretation of those facts.
- Understanding that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

At Holy Family a new curriculum map has been implemented to provide a framework for History. Skills in History have been mapped out across all key stages to ensure full coverage.

The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time.

Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events. A timeline, which shows significant events and people, will be displayed in Key Stage 1 classrooms. In Key Stage 2 a 'Bracey Time-line' will be displayed at the front of each child's book. This will not only enable each child to add periods of time covered throughout Key Stage 2 but also allows them to visually see the length of time events or periods happened in the past.

EARLY YEARS:

During the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 'Understanding the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

KEY STAGE 1:

The National Curriculum Programme of Study at Key Stage 1 focuses on:

- Developing children's 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.
- Children 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 Stage 2. Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality

KEY STAGE 2:

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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.
- Children 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, 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.
- Britain's settlement by Anglo-Saxons.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- 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 civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.

TEACHING AND LEARNING:

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. 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 to act out historical events.
- They are shown, or use independently, resources from the internet, CD ROMs 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.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

INCLUSION:

All pupils are entitled to access the History curriculum at a level appropriate to their needs. To ensure inclusion, we provide equal opportunities by ensuring that:

- Tasks and resources are differentiated to ensure all abilities have access to the curriculum.
- SEND pupil's needs and outcomes are catered for to support their learning.

ASSESSMENT AND RECORDING:

At Holy Family Catholic Primary School assessment is an integral part of the teaching process. At the beginning of the year all children from Key stage one and two recap on previous learning in history with year one focussing on language and chronology and years 2 to 6 completing an assessment sheet. Children also complete an end of topic assessment to assess their knowledge throughout the year.

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy. This is used to inform planning and to facilitate differentiation.

Monitoring of History teaching is carried out through book trawls, learning walks and pupil voice. These will focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the History lead to gain an insight into History teaching across the school and will help us identify areas of strength, which can then be shared.

ROLES AND RESPONSIBILITIES:

It is the role of the History co-ordinator, under the guidance of the Head teacher:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the new curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources and draw up a budget.

Review: This policy will be reviewed September 2022