

Our Lady's Catholic Primary School



We aspire that through the love of Jesus everyone should

“have life and have it to the full.”

Jn. 10v10

HISTORY POLICY

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| Approved by: | Date: |
| Last reviewed on: | Date: |
| Next review date: | |

Our Lady's Catholic Primary School

History

Philosophy and Vision:

At Our Lady's Primary School, we believe that history is an integral part of a wide and diverse curriculum. It is concerned with sequence, time and chronology and is the study of evidence about the past. We believe it is intrinsic because it gives us a sense of identity, set within our social, political, cultural and economic relationships. In our history lessons, we try to inspire curiosity about how the past influences the present, what past societies were like and how these societies organised their politics, their beliefs and cultures. This helps our children to develop a chronological framework for their knowledge of significant events and people. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and communicate and present this in a balanced, objective fashion.

Intent:

The aims of history at Our Lady's is consistent with our school philosophy. These are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand 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.
- To think, reflect, debate and evaluate 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.
- To use critical thinking skills and research to distinguish between historical facts and the interpretation of those facts.
- To communicate and present history confidently and clearly to a range of audiences.

Implementation

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, and methods of working.

At Our Lady's RC Primary School, we are concerned with the process of history activities as well as the product; therefore, it is important to list the skills, concepts and attitudes that the child should develop.

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 'knowledge and understanding of the world' through activities such as looking at pictures of famous people from 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.

Children will 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.

For further details of people and events studied see our “curriculum map for history”, “Skills progression grid” and “class curriculum maps”.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should 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 be aware of connections, contrasts and trends over time and develop the appropriate use of historical terms. Children should construct and communicate 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.

Pupils in Our Lady’s will 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.
- 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.

Impact:

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 and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods, small group activities 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 and dance 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.

We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. History curriculum planning At Our Lady's RC Primary School history is taught through a topic approach in KS1 alongside Design & Technology, Geography and Art. In Key stage 2 it tends to be taught in blocks to maximise learning time and to allow children to get to grips with our topic.

Topic Week: In 2020, we have started to implement curriculum weeks (History Week was 10th-14th February – Focusing on decades of the 20th century). This has allowed us to create a more exciting creative curriculum. It allows us to engage and excite all our learners, in order to provide the school with a high quality curriculum. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Inclusion: All pupils shall have the opportunity to develop history skills and concepts. In Our Lady's RC we plan to meet the needs of all children including children with special educational needs, children with disabilities, children who may be gifted or talented and children for whom English is an additional language. Our principal aim will be to develop the children's knowledge, skills and understanding with suitable tasks that challenge all abilities and we believe we achieve this through our History curriculum.

Assessment and Recording: At Our Lady's RC Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing and at the end of each lesson, formative assessment takes place to ensure that understanding and progress progresses. Feedback is given to the children as soon as possible, and the school's Marking Policy guides marking work.

Monitoring: Monitoring is carried out by the head teacher, a member of senior management or the History coordinator, in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Planning auditing