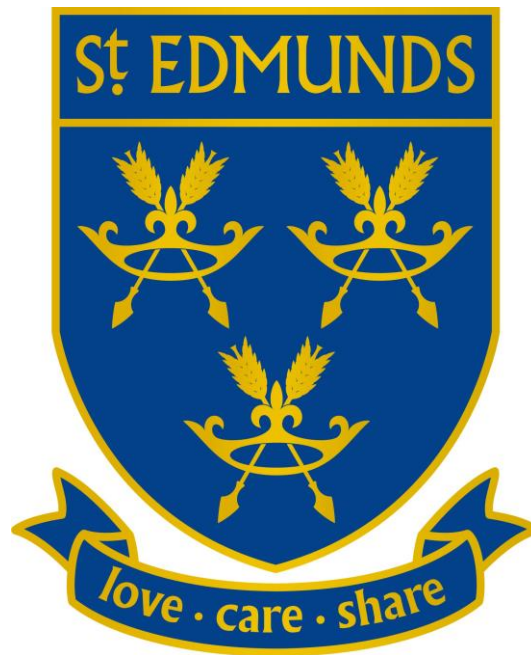


St Edmund's Catholic Primary School



History Policy

March 2021

The policy below has been reviewed in light of the Covid-19 pandemic.
Amendments will be numbered and listed at the bottom of the
document.

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Introduction and aims

This policy aims to:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To understand the values of our society.
- 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 learn 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.
- To help children understand society and their place within it, so that they develop a sense of 'cultural heritage.'
- To develop a sense of chronology in which children can organise their ideas and understanding of the past.
- To understand 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 distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

The aim of history teaching at St Edmund's Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology and, through this, they are encouraged to develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. Through history lessons we teach children to understand how events in the past have influenced our lives today and increase their range and depth of historical knowledge.

We also teach them to investigate these past events and, by so doing, to develop the skills of; chronological understanding, interpretation, historical enquiry, organisation and communication.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2
Development Matters guidance for EYFS,

Roles and responsibilities

Subject Leader

- Provide curriculum overview in line with National curriculum requirements
- Ensure long term planning provides clear links between key stages, building on chronology
- Map the coverage of skills and processes, to enable progression
- Update and review all policies
- Attend training and feedback to all staff
- Order and distribute resources
- Organise workshops/ school visits/ events in line with subject requirements (e.g. Black History Month events)

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governing board

Curriculum governors will review this History policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

Curriculum planning

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, attitudes and methods of working.

Please refer to the History Curriculum Map for an in depth breakdown of each Year Groups topics and the skill progression map.

Early Years Foundation Stage

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. We teach history as an integral part of knowledge and understanding as one of the seven areas of learning covered during the year. 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 in history or discovering the meaning of new and old in relation to their own lives. In the Foundation stage, the children develop the knowledge, skills and understanding that help them to make sense of the world around them.

Key Stage One

In Key Stage 1, history involves learning about important people, events from the past including those from British history. It involves learning through stories from the past, collecting information from a range of sources to help pupils ask and answer questions to develop a sense of chronology. The topics we cover include home, toys, moon landing, Great Fire of London, Famous people, and the seaside.

Key Stage Two

In Key Stage 2, in line with the National Curriculum, history continues 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. It includes aspects of local, national and international history. It is about using a range of sources to help pupils investigate the past in depth, and in overview, and about beginning to recognise that the past can be represented and interpreted in different ways. It involves using dates and terms to place events, people and developments within a chronological framework and historical understanding in a variety of ways. They should understand how our knowledge of the past is constructed from a range of sources.

They will learn 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 (The impact of WW2, London through time).
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (London through Time, Railways, Crime and Punishment)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 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 –early Islamic civilization, (Mayan civilization c. AD 900).

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 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 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.

Cross Curricular Links

History contributes to the wider learning of the school as part of a high quality balanced curriculum. Our overall curriculum has been designed in order to maximize opportunities to develop skills.

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form; for example they study the impact of the Great Plague by analysing population statistics.

Scientific skills are also developed within the teaching of history through enquiry based learning. Children are encouraged to draw evidence based conclusions. Evaluation, reflection, comparisons, and summarisation are all integral skills across both subjects.

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work in accordance with the schools Marking Policy, ensuring children are given feedback. At the end of a topic of work, the teacher makes a summary judgement about the work of each pupil. Each unit of work will be based around a key line of enquiry – we will come back to this question and children will use the knowledge gained throughout the unit to answer it using historical skills. We use this as a basis for assessing the progress of the child at the end of each half-term.

Inclusion and Equal Opportunities

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Additional opportunities and Community Links

Each unit of work has been considered and chosen with the opportunities available to our pupils in mind. Details related to each unit of work are outlined on the History Curriculum map.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year. The Head teacher and SLT will meet with subject leaders to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in **January 2023**

Covid-19 Amendments

Due to restrictions;

Children will not leave the school premises.

Visitors to the school will not be permitted.

Where possible these experiences are to be substituted with online experiences.