

## **History Policy**

### **Mission Statement**

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

### **Ethos**

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community;
- Our respect for one another;
- Our welcome to and interest in all those who visit our school;
- Discipline inspired by forgiveness, healing and reconciliation;
- Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

### **The Aims of our School**

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religions and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the well-being of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

### **National Curriculum Aims and Objectives**

History is a key subject in the Primary Curriculum and pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps 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.

The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically

grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 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

(Taken from the National Curriculum).

### **St Mary's History Aims and Objectives**

We want our children to have the knowledge and understanding of the past, to enable them to have a greater insight into the world and the community in which we live.

By gaining an understanding of past achievements and experiences, children will obtain their own sense of self and identity enabling them to become confident, knowledgeable, learners.

We want them to be learners who ask questions, think critically, listen to different opinions and make judgements based on evidence.

### **History Curriculum Planning**

We use the New Curriculum for our planning in History supported by Chris Quigley's Curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school. The key skills which are repeatedly explored and developed throughout St Mary's are:

- Settlements
- Beliefs
- Culture and pastimes
- Location
- Main events
- Food and farming
- Travel and exploration
- Conflict
- Society
- Artefacts

### **Foundation Stage**

We teach History in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage we relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs), we use the strands of the Understanding of the World statements to plan our curriculum for children aged three to five. Understanding of the past is explored through settings, characters and events in books and through storytelling. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as looking at baby pictures of themselves and creating a timeline, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

	Autumn Term	Spring Term	Summer Term
Past and Present	<p>Comment on images of familiar situations in the past.</p> <p><b>Remembrance Day.</b></p> <p><b>Explore Transport from the Past</b></p> <p><b>Black History Month</b></p>	<p>Comment on images of familiar situations in the past.</p> <p><b>Transport. Focus on carriage used in Cinderella to transport used today.</b></p> <p><b>Homes. Explore castles and contrast to homes children live in.</b></p> <p>Compare and contract characters from stories, including figures from the past.</p>	<p><b><u>ELG Past and Present</u></b></p> <p>Talk about the lives of the people around them and their roles in society. <b>Role of a nurse.</b></p> <p><b><u>ELG Past and Present</u></b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Toys from the Past.</p> <p><b><u>ELG Past and Present</u></b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Peepo</b></p>
People, Culture and Communities	<p><b>Marvellous me:</b></p> <p>Talk about members of their immediate family and community. <b>Create timelines.</b></p> <p><b>Introduce past/present vocab.</b></p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways: <b>Judaism.</b></p> <p><b>Black History month</b></p> <p><b>People who help us: Visit from the Fire Brigade</b></p>	<p>Understand that some places are special to members of their community. <b>Visit to Mary Mother of God church.</b></p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this county and life in other countries. <b>Lunar New Year. Focus on China.</b></p> <p><b>Lunar New Year.</b></p> <p>Know some similarities and differences between different religious and cultural communities:</p> <p><b>St Patricks Day</b></p> <p><b>St. Georges Day</b></p>	<p><b><u>ELG People, Culture and Communities</u></b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b><u>ELG People, Culture and Communities</u></b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <b>Islam</b></p> <p><b><u>ELG People, Culture and Communities</u></b></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b>Handa's noisy night: Kenya</b></p>

**Milestone 1 (Years 1 and 2)**

By the end of year 2 children should be able to;

<b><u>Investigate and interpret the past</u></b>	<b><u>Build an overview of world history</u></b>	<b><u>Understand chronology</u></b>	<b><u>Communicate historically</u></b>
<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as past, present, older and newer.</p>	<p>Use words and phrases such as;</p> <ul style="list-style-type: none"> <li>• A long time ago</li> <li>• Recently</li> <li>• When my parents/carers were children</li> </ul>

<p>people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>people in the past acted as they did.</p>	<p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<ul style="list-style-type: none"> <li>• Years, decades and centuries to describe the passing of time.</li> </ul> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>• Nation and a nation's history</li> <li>• Civilisation</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• War and peace</li> </ul>
---	--	---	---

### **Milestone 2 (Years 3 and 4)**

By the end of year 4 children should be able to;

<b><u>Investigate and interpret the past</u></b>	<b><u>Build an overview of world history</u></b>	<b><u>Understand chronology</u></b>	<b><u>Communicate historically</u></b>
<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical events, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studies with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate including;</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

**Milestone 3 (Years 5 and 6)**

By the end of year 6 children should be able to;

<b><u>Investigate and interpret the past</u></b>	<b><u>Build an overview of world history</u></b>	<b><u>Understand chronology</u></b>	<b><u>Communicate historically</u></b>
<p>Use source of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for their choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate including;</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>

**Our Historical Topics**

<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
Queen Elizabeth II Florence Nightingale The gunpowder Plot Neil Armstrong and the Moon landings The Great Fire of London	The Egyptians The Romans The Vikings The Stone Age	The Mayans The Ancient Greeks The Second World War The Victorians

**Cross Curricular Links**

**The Contribution of History to teaching in other curriculum areas:**

**English/Literacy**

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 the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children’s speaking and listening skills are enhanced through the use of drama and role play within History lessons. They develop their writing ability by composing reports, diary entries and letters. Pupils’ writing is supported by the use of writing frames and word banks.

**Mathematics/Numeracy**

The teaching of History contributes to children’s mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare and contrast aspects of History.

**Personal, Social and Health Education (PSHE) and Citizenship**

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and they start to develop tolerance and respect for others.

**Spiritual, Moral, Social and Cultural Development**

In our teaching of History, we contribute where possible to the children’s spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various historical topics. The History programme of study enables children to understand that Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today.

**History and ICT**

Information and Communication technology enhances our teaching of History, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their History work in Key Stage Two. The children use ICT in a variety of ways, such as word processing, finding information on the Internet and presenting information through PowerPoint. They can make creative use of the digital camera and iPads to record photographic images. They can further use email to gather information from sources in other countries.

**History and Inclusion/Equal Opportunities**

All children will be given access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds with the school’s curriculum policy of providing a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language. We take all reasonable steps to achieve this. For further details see separate policies: Special Educational needs; Disability Equality; Gifted and Talented.

## Love, Listen and Learn

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

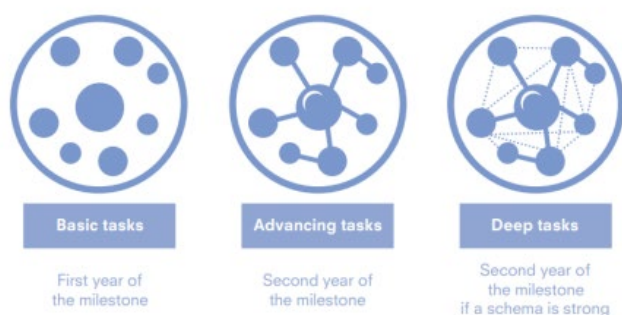
Intervention through School Action and School Action Plus will lead to the creation of an Education Care Plan (ECHP) for children with special educational needs. The ECHP may include, as appropriate, specific targets relating to History.

We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

### **Assessment for Learning**

We use POP (Proof of Progress) tasks to record how children are progressing in their learning in history. POP tasks further deepen connections in a schema by gradually changing the nature of thinking. POP tasks are categorised into 3 cognitive domains; basic, advancing and deep.

The way that they build the schema is represented in the diagram below.



### **Resources**

There are sufficient resources for all History teaching units in the school. We keep these resources in the history cupboard or Year Group areas where there is a box of equipment for each unit of work. Resources also include software for some topics. The library also contains a supply of topic books to support children's individual research.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject coordinator. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject coordinator has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Updated April 2023 Susan Linnane