



Christ The King Federation

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St Joseph's Catholic Primary School

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HISTORY POLICY

FEDERATION MISSION STATEMENT

Christ The King Federation is a community called by God to work collaboratively for the common good; providing an environment that nurtures and inspires pupils to realise their potential, as we journey together.

This federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

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Introduction:

As a Catholic federation we hope to give the children an appreciation of the beauty and diversity of the world that God created and to inspire our children's curiosity to know more about the past.

Throughout this policy, the term 'History' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum History for Key Stage 1 & 2.

Foundation Stage planning for Understanding of the World shows how we engage our Nursery and Reception children in early historical learning experiences. This shows how History fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised. It is also recognised the historical teaching may make use of current news items that are relevant to the learning of the subject.

Planning for History ensures that the subject receives its correct time allocation and allows progression over the Key Stages. The scheme of work will cater for children and all their individual learning needs.

Why is teaching History important?

"The study of History can bring pupils into a rich dialogue with the past and the traditions of historical enquiry. Through History, pupils come to understand their place in the world and in the long story of human development."

Ofsted 2021

Purpose of study.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. 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.

Aims

Through the teaching of History we hope the Pupils will:

- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in the developing knowledge, skills and understanding that helps them to make sense of the world. The children are encouraged to talk about past and present.

- Talking to members of their immediate family
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past.

Key stage 1

Pupils should 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. They 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 stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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 2

Pupils should continue 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. They 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 described above through teaching the British, local and world history outlined below, 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 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
- 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

By the end of each Key Stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

Marking

Feedback to pupils should be provided on their attainment against the objectives of History. Pupils are encouraged to improve their own learning performance through the school marking policy and self- assessment.

Assessment and Monitoring

Teachers will assess children throughout their lessons from discussions, questioning and the answers that pupils provide. At the end of each lesson teachers will assess the children against the learning objective and record in the year group mark book. This will identify the expectations for each child and pupils who achieve at a level above or below. The class teacher will use this to inform future planning.

Equal opportunities and inclusion

The History curriculum should fulfil the needs of all pupils.

All groups of pupils will be provided with differentiated learning opportunities which enable them to experience success and gain confidence.

Teaching methods within Christ the King Federation

History is taught by the class teacher and organisation of the lesson will be dependent on the needs and abilities of children in the class. Teachers will consider all learning styles of the children and this will be reflected in their lessons. Children are encouraged to answer historical questions and also ask historical questions.

These may include:

- knowledge given by a teacher.
- Use of the local environment for historical visits.
- Individual and group enquiry.
- Use of video and films.
- Visits to places of relevance to the topic.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred styles for some of the time.
- We use materials for teaching which avoid stereo-typing and bias towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Role of History co-ordinator

- To develop and maintain the quality of History teaching throughout the school.
- To prepare the school's History curriculum policy document.
- Set a good example of classroom practice.
- Provide guidance to all members of staff.
- Maintain an up-to-date stock of resources and equipment and make available to staff.
- Monitor and evaluate History in school.

Special Educational Needs

See policy on Special Educational Needs

Evaluation

Evaluation is carried out to enhance the learning and teaching of History within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for History within the school in order that pupils make the greatest possible progress. As with all evaluations, the Executive headteacher has overall responsibility for this work.

Evaluation includes a regular evaluation of the content of the History curriculum to ensure that national Curriculum requirements are being fulfilled in the best possible way. This involves reviewing the coverage of Programmes of study at each Key Stage. Pupil's progress and performance is evaluated, taking account of factors which may influence this, such as teaching methods, resources and schemes of work and accommodation.

Evaluation may be through a number of methods, including:

- The assessment of pupils' work and their achievements.
- The analysis of teacher planning.
- Discussion amongst groups of staff or the whole staff.
- External inspection and advice.

Evaluation will be conducted according to the priority given to History within the School Development Plan. The time scales involved in the evaluation may differ from year to year. It may be on an annual basis but will also have to take account of any changes to the National Curriculum for History.