



Mission Statement

St. Patrick's Catholic Primary School offers distinctive education within a caring Christian community where everyone can feel valued, confident and secure.

We believe that each person is gifted, unique and loved by God.

By working in partnership, we create a challenging, stimulating and effective learning environment where Christ is our inspiration.

History Policy

Adopted date:

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Ratified date:

Who ratified:

Next Review:

Headteacher Signature

Chair of Governors' Signature:

Intent

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 pupils' 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 examine 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 humankind.
- 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.

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 historical 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 and by whom. 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.
- 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, investigating and questioning these sources where appropriate.

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.

Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources of information. In each key stage we give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past.

We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise that there are children of widely different history abilities in all classes, 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 in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Mixed groups and grouping children by ability in the room and setting different tasks to each ability group.

- Providing resources of different complexity depending on the ability of the child.

We use the National Curriculum for History as the basis for our planning in history, but we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression across the year so that the children are increasingly challenged as they move up through the school. Termly themes link History and other curriculum subjects where appropriate and these are identified on the class plans.

This History Policy is set within the context of the whole school aims and mission statement:

Loving, Laughing, Learning: We are God's Amazing gift

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

The implementation of the policy is the responsibility of all the teaching staff.

Rationale

"The more you know about the past, the better prepared you are for the future." - Theodore Roosevelt

The school aims to:

- Deliver a high-quality history education that enables learners to gain an
- understanding of our local heritage, Britain's past and that of the wider world.
- Inspire children's curiosity to know more about the past.
- Demonstrate that they know of some major events of British and world history within a broad chronological structure.
- Demonstrate that they appreciate the breadth and richness of history e.g. by drawing attention to the technological, scientific and aesthetic achievements of the past.
- Appreciate that different societies have held different beliefs, values and attitudes at different times.
- Appreciate that the beliefs, values and attitudes of people in modern Britain have grown out of their past experiences. Learn about the social, cultural, religious and ethnic diversities of the societies studied.
- Understand that evidence of the past may be interpreted in different ways.
- Use chronological conventions such as B.C., A.D., century etc. and be able to record, select and organise this information appropriately.
- Make use of primary and secondary sources and visits to support interpretations of historical events.

History teaching aims to:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire pupils' curiosity to know more about the past.

- Equip pupils task perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Help 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.

Objectives of Curriculum

Early Years Foundation Stage

In Early Years Foundation stage, pupils talk about past and present events in their own lives and in the lives of family members through focussing on Understanding the World. They make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Key Stage One

Key Stage 1 pupils will 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, remembering to use a wide range of vocabulary of everyday historical terms. Pupils 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.

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 Two

In Key Stage 2, pupils will focus on continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- The Roman Empire and its impact on Britain
- Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Examples (non-statutory)
- This could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice

- Edward the Confessor and his death in 1066

A local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in
- the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- Opening Worlds (See appendix for more details).

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Continuity and challenge

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time. Long-term planning gradually extends the content.

To ensure that pupils build a coherent sense of the past:

- Teachers make links to earlier learning by asking questions that relate to prior learning, both academic and personal experience.
- Teachers indicate where work is reinforced or developed in a later unit.
- Teachers ensure that the children have a secure understanding of the linear form of time.

To ensure that there is progression in the standards expected and achieved

- explanation and analysis;
- Learning objectives expect pupils to blend skills more effectively as they progress, for example, by calling on their broader knowledge base; using more careful investigations of a range of sources to delve more deeply; and to communicate their findings in well-structured writing.

Teaching and learning

In line with the school's teaching and learning policy in history, teachers:

- Start from pupils' own experiences, interests and prior learning
- Revisit and build on pupils' prior knowledge, understanding and skills
- Organise learning around questions that engage and challenge all pupils
- Share with pupils how they are expected to learn and what they are expected to improve
- ensure that objectives for lessons are presented in the form of "key questions" that need to be answered; and link appropriately with the big question posed for each history topic

- revisit prior learning each lesson so that children know more and remember more
- provide opportunities for pupils to work as individuals, in pairs and in groups encourage discussion so that pupils clarify their thinking;
- set high expectations and use National Curriculum age appropriate expectations to aid this so that learning objectives and activities are sufficiently challenging
- provide pupils with regular feedback about their work and about what they need to do next in order to improve
- Give clear explanations using relevant examples and analogies;
- Use a wide variety of resources and approaches
- Encourage pupils to think for themselves
- expect pupils to record their work in a variety of ways, including time lines, diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. Where appropriate, pupils make oral presentations of their work.
- Show pupils how to connect what they learn in history with other subjects
- Encourage pupils to enjoy and engage in "doing" history
- Be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.
- use assessment, including the use of big questions, to determine the pupils' age appropriate expectations of knowledge and understanding, before, during and after units of work.

Teaching time

In order to achieve the objectives of the History Curriculum, the driver subject for the summer term is History. Within that, all children are immersed in the topic and trips are planned to make the curriculum bespoke to the children in each class. These experiences are part of our cultural capital offer for our school. Within our termly topics, the relevant History objectives are taught. In Early years, the geography objectives are delivered as part of the Understanding of the World.

Organisation

In lessons, a variety of approaches will be used to ensure continuity and progression.

Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of:

- Groups, with differentiated tasks
- Teacher led work/ power points
- Relevant discussion at class, group and individual level
- Independent work/ extended writing activities
- Research activities (using reference books, atlases, globes, Google Maps, Google

Earth, 360° virtual tours)

- A chance for groups to communicate findings in a variety of ways including the use of ICT

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher

will differentiate through support given to meet the needs of the individual, activities, outcome and resources.

Planning

History planning is the responsibility of individual teachers and should be used to:

- Identify a 'big question'
- Set clear objectives
- Identify key vocabulary
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school
- Lead to the answering of the 'big question' as an assessed piece of work

Medium term planning is created by teachers and monitored by the history subject leader on a termly basis. Monitoring feedback is shared with senior management and is given to teaching staff so that the relevant changes can be made. Teachers should try to implement cross curricular links of literacy and maths within history where it is possible. There should be evidence of extended writing tasks planned and taught in History lessons.

Assessment

Formative assessment will take place in history within each lesson, with teachers making a record of this when evaluating lesson plans.

Medium term planning should include a big question, which the children need to answer both before and after the topic has been taught. The

children will be assessed based on their ability to answer the big question at the end of each topic. This assessment may be carried out as an extended writing task: such as a news report, recount, speech, information leaflet, tourist booklet etc. Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and medium-term plan assessments (from the big questions.) This will be passed on to the pupil's next teacher.

Assessment is a key area for the 2022/2023

School Improvement Plan

Resources

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps. There are some resources for different eras of history and these can be supplemented by topic loans from the

The history subject leader will regularly check resources.

ICT

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, audio visual aids. The school sets of chrome books /iPads may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning. An awareness of internet safety will be paramount on such occasions.

Displays

As History is the driver subject in the Autumn term, each classroom should have a History display with key historical vocabulary to be used as a working wall. A historical timeline should be displayed to clearly identify where in history the events have taken place, as well as in relation to other focussed events and us today. This timeline is differentiated according to the age of the children.

History displays should be regularly updated and relevant to the topic current being taught. The history subject leader will carry out termly learning walks to monitor history displays in classrooms/ shared areas

Management of History

Role of the Subject leader

The role of the geography subject leader is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in history throughout the school.
- Support colleagues in the development of planning and assessment.
- Carry out termly monitoring of a selection of children's history books and teacher's planning across the school
- Monitor progress in history and advise the head teacher on action needed.
- Conduct work sampling, pupil voice, teacher feedback forms and moderation, regularly focusing on the different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for history.
- Keep up to date with developments in history education through attending courses and reviewing relevant information/ data and disseminating information to colleagues as appropriate.

- Liaising with staff about local fieldwork that could take place (based on topics being taught in year groups)