

History policy for St John's Catholic Primary School

Curriculum intent

At St John's Catholic Primary School, we believe that History is an exciting and essential part of the school curriculum and we believe in developing skills which enable our children to become analytical historians. Our curriculum is accessible to all our pupils and we begin learning with what is familiar to them, developing their skills and creating historians.

It is taught with cross-curricular links to embed understanding where possible. We are very fortunate to have so many resources accessible locally and have ensured strong links to our cultural heritage. From a Roman fort just across the field to the Viking name of Burscough, we love throwing ourselves into the past and exploring how we have come to be.

Our children experience History through interactive and stimulating lessons which brings History learning to life, History to us, is making sense of the similarities and vast differences in human experiences across time and place and how the past, and changing accounts of the past, have shaped the identities of diverse people, groups and nations. We follow six themes throughout the key stages which enables our children to not only develop their substantive knowledge of historical events, but their disciplinary knowledge to question and investigate the past. Our themes are: Justice and Equality, Civilisation, Religion/Beliefs, Transport, Migration and Leadership. By revisiting these themes in each class, our children are able to draw a secure knowledge of these concepts repeatedly in a number of different contexts, developing strong historian skills, securing the skills needed to unpick the complex relationship between sources, evidence and historical claims and accounts.

We develop our historian knowledge by developing the analytical skills of; cause and effect, sources and evidence, historical significance, similarities and differences, change and continuity, historical interpretation. These skills help us to interpret the past and apply it to everyday life and also challenge misconceptions. We learn that historians searching for a piece of evidence validate a singular truth about the past. Historical enquiry is delving into the complex relationships between sources, evidence and historical claims and accounts. We are passionate to develop these skills, as history is so much more than learning facts.

Aims

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

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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.

Breadth of study

Pupils should be taught the knowledge, skills and understanding through:

- Using artefacts as part of an investigation and enquiry
- Gathering evidence from a range of sources
- Evaluating the usefulness of sources
- Analysing evidence
- Chronological understanding
- Understanding of 'significance'
- Making links

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Subject content

EYFS

History in EYFS			
Three and four year olds	Understanding the world		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the world		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the world	Past and present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People, cultures and communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

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

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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

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- 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 of History at St John's Catholic Primary School

History is taught through the school's topic-based, creative curriculum. Classes 2, 3 and 4 follow a two year topic cycle. Each key stage includes termly or half-termly topic that allow for broad and balanced coverage of the national curriculum objectives. These topics are planned on the class long term overview and are adapted to meet the needs of each cohort. National Curriculum documents are used to ensure thorough coverage is met through the topics.

Learning outside the classroom

Learning outside the classroom is a view which is held as a fundamental by teacher's at St John's Catholic primary school. We aspire to take our learning outside whether by our Forest school, our school woodland area or on school trips to consolidate, stretch and deepen the knowledge acquired through our engaging curriculum. Visits are planned to support prior or subsequent learning and to drive the children's enthusiasm.

Health and safety

Teachers are encouraged to utilise as many learning experiences as possible. Risk assessments must be carried out prior to any trips following the Local Authority

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guidelines and further risk assessments undertaken for any artefacts or tools which could pose a risk to students.

Assessment

Assessment of the children's learning is carried out by teachers to inform both the child's next steps and the teacher's planning. Formative assessment is carried out during the lesson to check for understanding and summative assessment is carried out at the end of the topic. Formative assessment includes over the shoulder marking, questioning, peer and self-assessment, classroom debates and discussions and observations. Due to the flow of the history curriculum and how running themes run throughout the key stages, teachers can readily pass on children's attainments and next steps on their understanding of a theme. At the end of each unit of work, teacher's will assess the children as emerging, expected or exceeding against the year group expectations, annotating their medium term plans to capture this. Attainment of the cohort is then available to the subject leader to view. The subject leader monitors delivery of the curriculum through an analysis of teacher plans, pupil interviews, book looks and conversations with staff to identify strengths and areas for concern. The subject leader will have discussions with staff about the curriculum content, attainment, accessibility and quality of learning within history.