



St. Joseph's Catholic Primary School, Murton

History Policy

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at St. Joseph's Catholic Primary School. We believe that the teaching of History should stimulate 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 develop a sense of identity and a cultural understanding based on their historical heritage. Through this they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, it is hoped that they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims and objectives:

The aims of history in our school are:

- To help children understand the present in the context of the past
- To arouse interest and curiosity in the past and encourage questioning, speculation and enquiry
- To develop a sense of chronology
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- To 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
- To 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
- To promote the skills of argument, hypothesis, chronology, sequencing, enquiry, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play and presentation

- To develop and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand and use 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
- To understand 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.

Throughout their time as Historians in St. Joseph's Catholic Primary School, pupils will cover the following objectives:

- Learn about the everyday lives and cultures of people in the past and make comparisons with their own lives and experiences
- Compare a range of historical events to gain knowledge of change and the evolution
- Be given an understanding of chronology
- Recognise that some things change and others remain the same
- Be made aware that historical events often have more than one cause and consequence
- Be introduced to ideas about evidence

Teaching and Learning Styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. 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. In particular, we are keen to develop the children's knowledge and understanding of their local community. 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.

A variety of approaches are used to help cater for differing learning styles-visual, auditory and kinaesthetic:

- Story

- Timelines
- Individual/ group/ class projects
- Classroom displays
- Role-play and drama
- Artwork/ model making/ craftwork
- Map work
- Use of photos, artefacts and other resources
- Site and educational visits
- Problem solving/ debates/ reconstructions

Differentiation

At St. Joseph's Catholic Primary School, we recognise the fact that in all classes there are children of widely different abilities. In history we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty. Not all children complete the same tasks.
- Sometimes grouping children by ability in the room and setting different tasks for each ability group and sometimes working in mixed ability groupings
- Providing resources of different complexity depending on the ability of the child
- Using teaching assistants to support children individually or in groups

History Curriculum Planning

We teach History as a discrete subject. Each topic is planned we take our objectives from the New National Curriculum 2014 programmes of study. We ensure that, over the course of the academic year, there is a good coverage of the key skills, knowledge and understanding set out in the National Curriculum. There are opportunities for children of all abilities to develop their skills and knowledge in each topic so that the children are increasingly challenged as they move up through the school. There is a whole school long-term plan for History (see appendix 1). The class teacher breaks the topic down into smaller sessions and writes this on a weekly planner. KS1 classes try where possible to relate History topics to their overall curriculum topic but ensure History objectives are met in the correct detail.

Progression Grids for each year group are accessible to each teacher (see appendix 2) and they can also access other year group's expectations to differentiate where necessary.

Teachers in KS2 plan Home School Learning Tasks to develop children's knowledge and interest in History topics. Educational Visits are planned according to the History topics in each class.

Foundation Stage

We teach history in reception classes as an integral part of the topic work covered during the year and we aim to develop a child's own personal sense of time. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage Profile which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world and we place a particular emphasis on exploring a child's own personal history.

The contribution of history to other subjects

English

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 Literacy 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.

Mathematics

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 timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera and the i-pad to record photographic evidence.

Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. 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.

Teaching history to children with special educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress. We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to a historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

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 and comments as necessary. At the end of each History topic children are assessed as to whether they have met the expected level for History, fallen below or exceeded using the objectives for each year group and this is recorded on the Foundation Assessment Grids which are monitored by the History Subject Leader. Progression Grids for each year group are accessible to each teacher and they can also access other year group's expectations to differentiate where necessary.

Evidence of a Reception Child's achievement is collated and put in their own Foundation Stage Learning Journey.

The History subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

At the end of each academic year the History Subject Leader will compare results to the previous year's achievements in the subject.

Resources

There are a range of resources for teaching history in school. The library contains a good supply of topic books and we have software to support children's individual research and learning.

We also use the resource boxes provided by the Durham Learning Resources team.

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 leader and the head teacher.

Throughout the year the History Subject Leader will carry out classroom observations, learning walks as well as book and planning scrutiny.

The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject.

Equal Opportunities

We understand that the children come to their learning in history with different backgrounds in terms of knowledge, experience, ability and capability. We therefore aim to ensure that history throughout the school is accessible by all pupils, regardless of ability, gender, race or belief. The teaching is made relevant to pupils' own experiences and abilities.

Reviewed by M. Hunter

December 2019

Appendix 1

St. Joseph's Long-Term History Plan

Pupils should be taught to:

- 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; Gain and deploy historically-grounded understanding of abstract terms;
- Understand historical concepts such as continuity and change, cause and consequences, 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;
- Gain historical perspective.

| Year Group | Autumn Term | Spring Term | Summer Term |
|------------|---|--|--|
| EYFS | Links to topics and children's interests | | |
| 1 | Changes within living memory. | Lives of significant individuals in the past who have contributed to national and international achievements | Lives of significant individuals in the past who have contributed to national and international achievements |
| 2 | Significant Local Person | Events beyond living memory that are significant nationally or globally | Lives of significant individuals in the past who have contributed to national and international achievements |
| 3 | Changes in Britain from the Stone Age to the Iron Age | Changes in Britain from the Stone Age to the Iron Age | Roman Empire and its impact on Britain |
| 4 | Britain's Settlement by Anglo-Saxons and Scots | Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor | Ancient Egypt |
| 5 | Ancient Greece | (Geography Topic) | A non-European Society |

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| 6 | Local History Study | (Geography Topic) | A study of an aspect or theme in British History extends chronological knowledge beyond 1066 |
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Appendix 2

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| | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
| | 30 – 50 months 40 – 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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|-------------------------|--|---|---|---|--|--|---|
| Chronological Awareness | See Learning In EYFS: History Document | Place up to three objects in chronological order (recent history) | Sequence a set of events in chronological order and give reasons for their order | Describe events and periods using the words: <i>BC, AD</i> and <i>decade</i> | Plot recent history on a timeline using centuries | Use dates and historical language in their work | Identify where a period of history fits on a timeline |
| | | Use words and phrases: old, new, before, after, a long time ago, first, next | Sequence a set of objects in chronological order and give reasons for their order | Describe events from the past using dates when things happened | Place periods of history on a timeline showing periods of time | Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc | Place a specific event on a timeline by decade |
| | | Talk about things that happened when they were little. | Use words and phrases like when I was younger, before I was born, past, present, then, now, older newer, finally, a very long time ago in their historical learning | Describe events and periods using the words: <i>ancient</i> and <i>century</i> | Use their mathematical skills to round up time differences into centuries and decades | Use mathematical skills to work our exact time scales and difference as need be | Place features of historical events and people from past societies and periods in a chronological framework |
| | | Recognise that a story that is read to them may have happened a long time ago | Sequence events about their own life | Use a timeline within a specific time in History to set out the order things that may have happened | Use their mathematical skills to help them work out the time differences between major events in history | Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them | Create timelines which outline the development of specific features, such as medicine, weaponry, transport, etc |
| | | Know that some objects belonged to the past | Sequence events about the life of a famous person | Use their mathematical knowledge to work out how long-ago events would have happened | Begin to build up a picture of what main events happened in Britain/the world during different centuries | | |
| | | Retell a familiar story that is set in the past | Try to work out how long ago an event happened. | Set out on a timeline, within a given period, what special events took place | | | |
| | | Explain how they have changed since they were born | | Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain | | | |
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| | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Interpretations of History</p> | <p>See Learning In EYFS: History Document</p> | <p>Appreciate that some famous people have helped our lives be better today</p> | <p>Explain how their local area was different in the past</p> | <p>Begin to picture what life would have been like for the early settlers</p> | <p>Explain how events from the past have helped shape our lives</p> | <p>Describe historical events from the different period/s they are studying/have studied</p> | <p>Summarise the main events from a specific period in history, explaining the order in which key events happened</p> |
| | | <p>Recognise that we celebrate certain events because of what happened many years ago</p> | <p>Recount some interesting facts from a historical event</p> | <p>Recognise that Britain has been invaded by several different groups over time</p> | <p>Know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> | <p>Make comparisons between different historical periods, explaining things that have changed and things that have stayed the same</p> | <p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> |
| | | <p>Begin to identify the main differences between old and new objects</p> | <p>Give examples of things that are different in their life from that of their grandparents when they were young</p> | <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat</p> | <p>Recognise that the lives of wealthy people were very different from those of poor people</p> | <p>Appreciate that significant events in history have helped shape the country we have today</p> | <p>Describe features of historical events and people from past societies and periods studied</p> |
| | | <p>Identify objects from the past</p> | <p>Explain why Britain has a special history by naming some famous events and famous people</p> | <p>Suggest why certain events happened as they did in history</p> | <p>Appreciate how items found belonging to the past are helping us build up an accurate picture of how people lived in the past</p> | <p>Summarise what Britain may have learnt from other countries and civilisations through time gone by</p> | <p>Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today</p> |
| | | <p>Talk about an important historical event that happened in the past</p> | <p>Give examples of things that are different in their life from that of a long time ago in a specific period of history</p> | <p>Suggest why certain people acted as they did in history</p> | <p>Recognise that way of life in the past was dictated by the work people did</p> | <p>Investigate a number of ways an ancient language has affected the English language we use today</p> | <p>Trace the main events that define Britain's journey from a mono to a multi-cultural society</p> |
| | | <p>Explain differences between past and present in their life and that of other children from a different time in history</p> | <p>Explain why someone in the past acted in the way they did</p> | <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered</p> | <p>Have an appreciation that wars start for specific reasons and can last for a very long time</p> | | |
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| | | | <p>Explain why their locality is associated with a special historical event</p> <p>Explain what is meant by democracy and why it is a good thing</p> | | | | |
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| | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
| | <p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p> | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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|--------------------|--|--|---|--|--|---|--|
| Historical Enquiry | See Learning In EYFS: History Document | Begin to identify and recount some details from the past from pictures and stories. | Look carefully at pictures, eyewitness accounts or objects to find information about the past. | Recognise the part that archaeologists have had in helping us understand what happened in the past | Research two versions of an event and say how they differ | Test out a hypothesis in order to answer a question | Look at two versions and say how the author may be attempting to persuade or give a specific viewpoint |
| | | Ask and answer questions about old and new objects. | Ask questions about the source material | Use various sources of evidence to answer questions | Research what it was like for a child in a given period from the past and present their findings | Appreciate how historical artefacts have helped use understand more about lives in the present and past | Identify and explain understanding of propaganda |
| | | Spot old and new things in a picture. | Research the life of someone who used to live in their area using the internet and other sources to find out about them | Use various sources to piece together information about a period in history | Give more than one reason to support a historical argument | Research the life of one person who has had a significant influence on the period studied | Describe a key event from Britain's past using a range of evidence from different sources |
| | | Give a plausible explanation about what an object was used for in the past | Say at least two ways they can find out about the past | Research a specific event from the past | Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out | | Suggest why there may be different interpretations of events |
| | | Find out more about a famous person from the past and carry out some research on him/her | Explain why eye-witness accounts may vary | Use their information-finding skills in writing to help them write historical information | Independently, or as part of a group, present an aspect they have researched about a given period of history | | Suggest why certain events, people and changes might be seen as more significant than others |
| | | Discover about the past through role play/drama. | | Through research, identify similarities and differences between given periods in history | | | Pose and answer their own historical questions |
| | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |

| | <p>30 – 50 months 40 – 60 months Early Learning Goals</p> | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|---|--|--|--|
| <p>Organise, Evaluate and Communicate Information</p> | <p>See Learning in EYFS: History Document</p> | <p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p> | <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p> | <p>Present findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p> | <p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and subject specific words such as monarch, settlement, invader accurately.</p> | <p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Uses dates and terms correctly.</p> | <p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram).</p> <p>Their recording reflects the skill being taught.</p> <p>Makes accurate use of specific dates and terms.</p> |