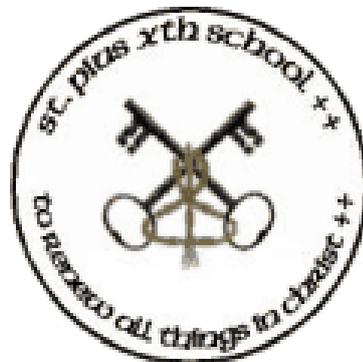


# St. Pius Xth RCVA Primary School

## History Policy



Revised 2020

## **Rationale**

"History is concerned with people and how they lived, with their relationships with each other and with their environment and how human action in the past has told us about these actions. Human beings are influenced by ideas and beliefs, by their past, by places and the conditions in which they live."

History in the National Curriculum is based on the view that the study comprises of three inter-related elements:

- a detailed knowledge of the past itself and its chronology.
- understanding of different versions of the past produced by historians and others.
- the skills and techniques required for historical study of the sources left behind.

## **Aims and Objectives**

The aim of history teaching here at St Pius X is to stimulate the 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. They learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 to develop the skills of enquiry, analysis, interpretation and problem-solving. To understand how Britain is part of a wider European culture and global culture to study some aspects of history elsewhere than the UK.

## **Teaching and Learning Style**

History lends itself to and benefits from, a wide range of teaching approaches. These include whole class teaching when new or complex material is introduced, group work, which encourages co-operation with peers, individual tasks, games and ICT. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites 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 to 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.

History teaching must constantly cause pupils to ask; "how do we know? And should give pupils the experience of working with varied forms of source materials; documents, maps, artefacts, oral testimony videos and websites.

### **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 developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

### **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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 Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

### **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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, 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

### **Recording of History**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

### **Classroom management**

The history curriculum follows specific units of work which are annually reviewed to ensure current initiatives are included.

Planning is completed on the school medium term plan pro-forma to illustrate skill development, lesson content, learning objectives, resources, differentiation and assessment. As we understand that there are many different history abilities in each class, we ensure that each unit of work has sufficient differentiation to allow all children to work at their level of challenge. Planning is monitored regularly and copies are kept by the history co-ordinator.

History is taught in alternate half terms, alongside geography. History is taught once a week.

### **Cross Curricular links in History**

#### **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 are used in English lessons are historical in nature. Children develop language 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.

#### **Maths**

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **Computing**

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it

#### **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. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

#### **Assessment**

Children's progress should be monitored through observation and by using planning and learning objectives. The History Co-ordinator has designed appropriate - assessment sheets for each topic covered. These assessments are completed at the end of each term by teachers. The History Co-ordinator will keep a copy of assessment data. The assessment sheets then inform teachers and future planning. 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.

## **Monitoring and Evaluation**

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work. The History Co-ordinator will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

## **Inclusion Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning 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

## **Differentiation**

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 against expected levels. We use a range of strategies to support pupils.

A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

For our children at 'mastery' level, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for

choosing and evaluating the most appropriate method.

- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

## **Resources**

Resources are centrally stored, largely in historically themed boxes. All staff may access them, but they are responsible for their prompt and orderly return. The school's resource base contains artefacts as well as published materials. The new resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs, video and audio tapes and computer software. A full inventory of resources is held by the History Co-ordinator.