



Saint Norbert's Catholic Primary Voluntary Academy

History Policy

(2021)

SAINT NORBERT'S CATHOLIC PRIMARY VOLUNTARY ACADEMY

HISTORY POLICY

“To Live, Love and Learn in the Footprints of Jesus.”

Introduction

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History Subject Leader.

At Saint Norbert's Catholic Primary Voluntary Academy, we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people's actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils' attitudes to the present and the future.

We promote the relevance of History as stated in the National Curriculum:

“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 their own identity and the challenges of their time.” **National Curriculum in England 2014 DfE**

Rights Respecting School

We are a Rights Respecting School. We use the UN Convention on the Rights of the Child (CRC) as a framework for our activities.

- Pupils demonstrate positive attitudes towards inclusion and diversity in society and within their school.
- Pupils support one another by working in mixed ability partners and are tolerant of differences or behavioural and emotional problems.
- Pupils challenge stereotypes and prejudice and they feel empowered to respect the environment and rights of others locally, nationally and globally.
- Pupils actively participate in decision-making in the school community. They are involved in campaigns that they understand in terms of upholding or defending the rights of others and living sustainably.
- The positive rights respecting relationships in classrooms create a climate conducive to learning; children have an understanding of the responsibility that this entails.

Key Skills

The aims of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Teaching Methods

We teach History to:

- Stimulate pupils' curiosity about the past in Britain and the wider world;
- Encourage thinking about how the past influences the present;
- Help students to develop a chronological framework for their knowledge of significant events and people;

- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world;
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Children are involved in lessons that build upon their previous experience and interests. A range of organisational strategies is used to deliver the History curriculum. This may include whole class, group or individual work. Educational visits are used where appropriate. History has many links with other areas of the curriculum. Activities could provide opportunities to:

- Improve pupils' skills in Literacy, Religious Education, Numeracy and Computing;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- Develop pupils as Rights Respecting, active citizens.

In learning History pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, computer-based materials, data, TV / video extracts;
- Investigate significant issues about the past;
- Work in a variety of contexts - individually, in groups, as a whole class;
- Present their knowledge and understanding in a variety of ways such as through drama, computing, art, models, various writing styles / genre, collage, timelines, sketches, maps;
- As they grow in confidence, begin to pose and investigate their own questions about the past.

Objectives of the History Curriculum

Children will be taught a range of knowledge of skills in the Early Years Foundation Stage, Key Stage One and Key Stage Two.

Foundation Stage:

In Early Years, History is not covered in the curriculum as a stand alone subject. It comes under the umbrella of 'Understanding the World' which covers objectives linked with Geography, History, Computing and Science. At the end of the year in Reception, children are assessed against the following Early Learning Goals.

ELG 13 People and communities: *Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.*

ELG 14 The world: *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.*

ELG 15 Technology: *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*

Through adult led sessions, children are taught about important historical figures and events such as Guy Fawkes and Remembrance Day. Topics are planned based on children's own interests, and so vary year to year. Through our topic lessons, children are taught about changes over time in the lives of themselves and others. Our RE curriculum offers further opportunities for children to explore events in history and important historical figures.

The majority of evidence and teaching in relation to History happens in the play provision through children's interactions and conversations with others, and is recorded on our online learning journal, Tapestry.

From September 2021, the EY curriculum is due to change. This new curriculum has different areas of learning, different ELGs and a different approach to assessment. The outcomes of the end of year assessment will also change, with children only being able to achieve emerging or expected. Currently, children are able to achieve 'exceeding' if

working above age related expectations. This change will mean all curriculum planning and assessments for Early Years will be reviewed and changed.

Key Stage One:

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 difference 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 stage 2.

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.
- 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 Two:

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, relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 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 of 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 influences 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. AD900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Planning

Long-term planning enables us to check that every aspect of the curriculum is covered. To enable our children to meet the intentions of the History Curriculum, it is delivered through a 2-year cycle. History can also be incorporated within other curriculum areas such as Maths, PSHE and Science to enhance and develop skills further.

See Appendix 1 for Key Assessment Criteria.

Responsibilities of the teacher:

- Teachers will plan a variety of approaches to ensure there is continuity and progression;
- Planning will outline a clear curriculum knowledge driven objective;

- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer historical questions as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a historical skill;
- To keep organised and on-going records of the progress of their cohort.

Inclusion

Children across the ability range are given access to a wide range of differentiated activities to suit their diverse learning needs. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

History must be equally accessible to all children irrespective of their gender, ethnic background and intellectual ability. All children are given the chance to enhance their skills.

Assessment and Record Keeping

Assessment is an integral part of the teaching process. Accurate assessment helps ensure continuity and progression and aids future planning. Ongoing teacher assessments include asking questions, marking work and evaluating results of any assessment tasks. End-of-term levels are recorded and passed on to the History Subject Leader. Teacher assessment is used to ascertain whether a child is just working within, has achieved or has obtained mastery of a Programme of Study. See assessment policy.

Subject Leader's Role

The role of the Subject Leader involves:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within geography;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of history at St. Norbert's Catholic Primary Voluntary Academy.

Professional Development

All staff will be encouraged to attend courses and INSET will be carried out in line with the School Development Plan. Relevant information will be passed on to colleagues as appropriate.

Policy updated: January 2021

Appendix 1

Key Assessment Criteria

A year 1 historian	A year 2 historian	A year 3 historian
<ul style="list-style-type: none"> •I can use words and phrases like: old, new and a long time ago. •I can recognise that some objects belonged to the past. •I can explain how I have changed since I was born. •I can explain how some people have helped us to have better lives. •I can ask and answer questions about old and new objects. •I can spot old and new things in a picture. •I can explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> •I can use words and phrases like: before, after, past, present, then and now. •I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. •I can give examples of things that were different when my grandparents were children. •I can find out things about the past by talking to an older person. •I can answer questions using books and the internet. •I can research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> •I can describe events from the past using dates when things happened. •I can use a timeline within a specific period of history to set out the order that things may have happened. •I can use my mathematical knowledge to work out how long ago events happened. •I can explain some of the times when Britain has been invaded. •I can use research skills to find answers to specific historical questions. •I can research in order to find similarities and differences between two or more periods of history.

A year 4 historian	A year 5 historian	A year 6 historian
<ul style="list-style-type: none"> •I can plot events on a timeline using centuries. •I can use my mathematical skills to round up time differences into centuries and decades. •I can explain how the lives of wealthy people were different from the lives of poorer people. •I can explain how historic items and artefacts can be used to help build up a picture of life in the past. •I can explain how an event from the past has shaped our life today. •I can research two versions of an event and explain how they differ. •I can research what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> •I can draw a timeline with different historical periods showing key historical events or lives of significant people. •I can compare two or more historical periods; explaining things which changed and things which stayed the same. •I can explain how Parliament affects decision making in England. •I can explain how our locality has changed over time. •I can test out a hypothesis in order to answer questions. •I can describe how crime and punishment has changed over a period of time. 	<ul style="list-style-type: none"> •I can place features of historical events and people from the past societies and periods in a chronological framework. •I can summarise the main events from a period of history, explaining the order of events and what happened. •I can summarise how Britain has had a major influence on the world. •I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). •I can identify and explain differences, similarities and changes between different periods of history. •I can identify and explain propaganda. •I can describe a key event from Britain's past using a range of evidence from different sources. •I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.