

Our Lady Star of the Sea



History Policy

Date: September 2023

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Definition

History is a subject in which children consider how the past influences the present and it offers opportunities to investigate what past societies were like. Teaching history enables children to understand change and it helps to improve judgement and decision making.

“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 2014*)

Introduction

This policy outlines the teaching and learning of History. It reflects the views of all teaching staff and was drawn up as a result of staff discussion. This policy will be reviewed annually by the coordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher.

The Aims of Teaching History Are:

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To learn about the major issues and events in the history of their own country and the world.
- To develop knowledge of chronology within which they can organise their understanding of the past.
- To understand how the past was different to the present and that people of other times and places may have different attitudes from ours.
- To understand the nature of evidence by emphasising history as a process of enquiry and by developing the range of skills required to interpret primary and secondary source material.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, always debatable and sometimes controversial.
- To communicate clearly, employing a range of media.
- To gain and deploy a historically grounded understanding of abstract terms and subject specific language.

EYFS outcomes linked to History

1. Begin to make sense of their own life and family history.
2. Talk about why things happen.
3. Talk about the people in their lives and their roles in society.
4. Develop an understanding of growth, decay and changes over time.
5. 3. Look closely at similarities, differences, patterns and change between things in the past and now.

The objectives of teaching history in Key Stage 1 are:-

1. Begin to understand that they themselves live in and are part of a country, a community and a world with their own heritage and histories.
2. Develop an understanding of their own and families past.
3. Begin to understand the concepts of past, present and future.
4. Understand that evidence of the past comes in several forms.
5. Use basic vocabulary related to time, such as now, long ago, before and after.
6. Use imagination and evidence to describe life in past times.

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.

The objectives of teaching History in Key Stage 2 are:-

1. Demonstrate that they have some knowledge of some major events of British and world History within a broad chronological structure.
2. Demonstrate that they have some understanding of the development of British society and other societies, over long periods; illuminated by studies of shorter periods in greater depth.
3. 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 as well as the social and political developments.
4. Develop an understanding of the history of their immediate locality and to relate this to wider themes.
5. Appreciate that different societies have held different beliefs, values and attitudes at different times and that the beliefs, values and attitudes of people in modern Britain have grown out of their past experiences.
6. Understand that evidence of the past may be interpreted in different ways.

7. Use chronological conventions (such as BC, AD, and century) appropriately.
8. Make use of primary and secondary sources to support interpretations of historical events.
9. Make imaginative reconstructions of past situations, which are in accord with available evidence.
10. Recognise similarities and differences between the past and the present day.

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.
- 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.

Links with other subjects

History has strong cross curricular links with PSHE citizenship-enabling children to develop **values** and **attitudes**;

- Pupils learn about experiences of people in the past and why they acted as they did. Learn how people have changed the society in which they live.
- Develop respect for and tolerance of other people and cultures.
- Develop use of evidence and the ability to be critical of the evidence.
- Establish an understanding of right and wrong.

History also develops Literacy skills particularly **language and communication**;

- Children develop language skills through talking about their work and presenting own ideas in varying written forms.
- Children develop and widen their vocabulary.
- Read historical fiction and non-fiction and extract information from sources. Reorganising information, presenting findings and using graphs can be developed in ICT. Historical enquiries should be developed through using the Internet, CD-ROMs and e-mails.

Implementing History

Units of work planned using the 'National Curriculum 2014: Progression in History' document to ensure the correct coverage is being taught across both key stages.

Key stage 1 and Key stage 2 children will undertake one unit of work per term.

Two year cycle – the order of units taught must remain in the order on the long term plan to ensure eras and historical events are taught in a systematic order.

See Appendix 1 (Whole school long term plan)

A topic review meeting is held regularly to discuss the History Curriculum (along with other subjects) which looks at pupils' work. Issues such as staff training and resources are also discussed.

The Role of the History co-ordinator is to: -

1. Take the lead in policy development, the production of schemes of work and to support colleagues in the implementation of the scheme of work.
2. To monitor progress in History and advise the Head Teacher on action needed.
3. To take responsibility for the purchase and organisation of control resources for History.
4. To keep up to date with developments in History education and disseminate information to colleagues as appropriate.
5. To support staff with any resources, workshops or visits they require for their topics.

Assessment and Recording

Formative assessment is used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the subject, determining

what each child has learned and what therefore should be the next stage in his/her learning. Assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include -

- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils
- Individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting

Throughout the year, book scrutinies, work sampling and observations are carried out to ensure good quality teaching and learning is taking place and that progress is being made.

Reporting to parents is through discussions at parents' evenings and annually through a written report. Reporting in History will focus on each child's historical knowledge and understanding and information handling and research skills, including reading for information.

Strategies for the use of Resources.

Classroom resources in History include -

- Topic boxes which contain posters and artefacts (these are store centrally and should be returned at the end of a topic).
- Topic books which are kept together in the library.
- Project loan books / topic boxes are available through Durham Learning Resources.

Information Technology - this is a resource which is used in History for:-

- Communicating information (word processing and graphics packages)
- Handling information (databases)
- Modelling (simulations - of archaeological and historical investigations).