St. Peter's

Catholic Primary School

History Policy

Date: September 2023 Review Date: September 2024

At St. Peter's Catholic Primary School, Jesus Christ and the Gospel values are at the centre of all of our teaching and relationships with children.

Introduction

At St Peter's Catholic Primary School, every pupil gains the skills they need to become a historian. Studying history is essential for children to understand the world around them. We strive to help our pupils make sense of the present as well as the past, within the local area, nationally and globally. By comparing human experiences across history, we encourage empathy and reflection. At St Peter's, it is important that the children develop secure chronological knowledge and understanding because this helps them to place their learning in context in history lessons and across the curriculum. Our topic choices provide a variety of stimulating themes and concepts to explore the past. We encourage the children to be curious and inquisitive in both their time at school and beyond, encouraging questions about how and why the past can be interpreted in different ways, and what this means for us in the present.

Children at St. Peter's Catholic Primary school, in line with national curriculum, will:

- know and understand the history of our country, from the earliest times to the present day
- understand how people's lives have shaped this nation
- understand how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of history of the wider world (ancient civilisations, empires, societies, etc.)
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- make connections and draw contrasts between periods of history
- generate historically valid questions
- use and analyse the effectiveness of a range of historical sources to build a comprehensive picture of the past

Subject Organisation

Early Years Foundation Stage

In the Early Years Foundation Stage, History is taught through the 'Understanding of the World' strand of the curriculum. History is taught as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present

events in their own lives, and those of their families and other people they know. They also participate in school events to celebrate significant historical events and discuss important historical figures.

Key Stage 1

Where topics have a history focus, history is taught for 1 hour weekly. Through the creative curriculum long term planning, each year group assigns history and geography objectives. This is also enhanced by Discovery Days, where children come off timetable to take part in history activities.

Pupils will learn 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

Where topics have a history focus, history is taught for 1 hour weekly. Through the creative curriculum long term planning, each year group assigns history and geography objectives. This is also enhanced by Discovery Days, where children come off timetable to take part in history activities.

Pupils will learn about:

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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 study of an aspect or theme in British history that extends pupils' chronological
- knowledge beyond 1066

Lesson structure and planning

Planning is done in key stage pairs and curriculum topics are rotated on a 2 yearly cycle to ensure coverage across that key stage group. Differentiation of content is considered to ensure both year

groups can access appropriate topic content. Staff are signposted towards a range of planning resources such as: Historical Association, British Museum, Grammasaurus and more.

Resources used in lessons

We have sufficient resources available to aid and support the teaching of all units and topics taught, throughout the year groups. These include: historical artefacts, reference books, photographs and research tools. We are members of the Historical Association, which supports the teaching, learning and enjoyment of history. Through the use of timelines and displays, pupils understand where events and people fit within a chronological framework. When needed, additional resources are purchased by the History Co-ordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for a history topic. We are in the process of developing topic boxes for each key stage, with the intention of increasing the quantity of historical artefacts available for us within lessons. Visits are also planned to enhance learning and allow the children the opportunity to experience hands-on activities.

Exercise Books for recording

It is school policy that the following pattern is used:

Year 1: Portrait, A4, Red, Blank pages

Year 2 and KS2: Portrait, A4, Yellow, Lined pages

Marking

Please see separate marking and feedback policy.
In Key Stage 2, children will respond to any teacher comments in pink pen.

Role of the Subject Leader

- To take the lead in policy development.
- To support colleagues.
- To monitor progress in history - e.g. leading staff CPD, scrutiny of work, analysis of formal data assessments.
- To be aware of significant local, national and global events, which promote history learning

- To take responsibility for the choice, purchase and organisation of central resources for history, in consultations with colleagues.
- To liaise with other members of staff to form a coherent and progressive scheme of work, which ensures both experiences of, and capability in, history.
- To be familiar with current thinking concerning the teaching of history, and to disseminate information to colleagues.
- The co-ordinator will be responsible to the Head teacher and will liaise with the named link Governors.

Home School Link

We consider the relationship with parents to be an important factor in fostering positive attitudes towards history. We involve parents in their children's learning by:

- Providing regular parent's evening, which gives them verbal information on their child's progress and targets for the future.
- Providing an end of year report, which outlines progress and attainment.
- Organising Discovery Days and history themed events to promote a love for history within the school community.