



# History POLICY

## Intent

At St Clare's, we are all historians!

Our intent is to ignite a passion for History; to equip our children with the knowledge, skills and understanding to become the next generation of historians! We encourage children to be curious and excited to learn about Britain's past and that of the wider world and understand that History could also shape their future. A high-quality History curriculum encompasses topics which aim to foster awe and wonder and drive children to ask questions linked to the period of time they are studying. Through our teaching of History, we aim to equip children with both the tools and confidence to ask perceptive questions, reflect critically, challenge viewpoints and develop their own judgements based on historical evidence.

## Implementation

At St Clare's, we use discrete teaching of subject to develop historical skills and to encourage children to work as historians. We intend for our children to learn about History in an active and creative way. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad and balanced curriculum that encompasses the British Values throughout; ensuring the development of historical concepts, knowledge and skills; and for the children to study life in the past.

*The National Curriculum for History aims to ensure that all pupils:*

- 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand 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.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Topic areas that we undertake to ensure coverage of the National Curriculum objectives:

KS1:

Year 1:

- Changes within living memory (Old and new toys).
- Lives of significant individuals who have contributed to national and international achievements (Rosa Parks, international, Emmeline Pankhurst, national and Kitty Wilkinson, local).
- Significant historical events, people and places in their own locality (Study of how Liverpool transport has changed over time).

Year 2:

- Significant events, people and places in their own locality / Lives of significant individuals who have contributed to national and international achievements (The Beatles).
- Lives of significant individuals who have contributed to national and international achievements (Amelia Earhart and Neil Armstrong).
- Events beyond living memory (The Titanic).

KS2:

Year 3:

- Changes in Britain from the Stone Age to the Iron Age. (Stone Age).
- Changes in Britain from the Stone Age to the Iron Age. (Bronze Age and Iron Age).
- The Roman Empire and its effect on Britain (The Romans).

Year 4:

- The achievements of the earliest civilisations (Ancient Egyptians).
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (Saxons and Scots).
- A local History study - How aspects of national history are reflected in our locality (Victorian Liverpool).

Year 5:

- A theme in British history that extends pupils' chronological knowledge beyond 1066 (World War One-a local study).
- The Vikings and the Anglo-Saxons struggle for the kingdom of England to the time of Edward the confessor
- A study of Greek life and their achievements and their influence on the Western world (Ancient Greeks).

Year 6:

- A theme in British history that extends pupils' chronological knowledge beyond 1066 / a local History study (World War Two – World War 2).

- A non-European society that provides contrasts with British history (Mayan Civilization).
- A local history study- Liverpool in World War 2.

Through our carefully designed curriculum, the History topics will help children to gain an understanding of the complexity of people's lives and the process of change; as well as their own identity and the challenges of their time.

This will be done by using a range of resources that will bring history to life and include photographs, diaries, newspaper articles, music and handling real artefacts from the past. Excursions and visiting experts will enhance the learning experience.

Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

### Impact

The impact of our History curriculum is measured through a range of different strategies:

- Data which is produced from on-going teacher assessments
- Lesson observations
- Monitoring of History books
- Learning walks
- History Ambassadors
- Pupil voice

The ultimate impact and measure of the History curriculum at St Clare's is to ensure that our children are equipped with historical skills, knowledge and understanding that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. We want the children to have thoroughly enjoyed learning about History, therefore encouraging them to undertake new life experiences - both immediate and in the future.

### Curriculum Planning of History

In order to achieve the aims outlined, the teaching of history at St Clare's Catholic Primary School organises History into a combination of topics and themes. History is taught by all class teachers using plans developed by the History co-ordinator, however there is scope for year group teachers to adapt the plans as necessary to better suit the needs of individual classes.

People with an interest, or expertise, in a particular topic or area of History could be invited into school to work with the children. These might be academics, parents, grandparents, other family members, neighbours or representatives of the local community.

## Teaching and Learning Styles

History has many links with other curriculum areas including English, Drama, Geography, Art, R.E, Computing and PSHE. Approaches to teaching relate to the historical content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts. Role-play and simulation activities may help develop understanding and empathy. When teaching history we use the RENT lesson structure; Retrieval, Explain new vocabulary, new learning and to sum up using star questions.

The requirements of the National Curriculum and the age and ability of the children at St. Clare's influence the resources employed.

- Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources, computer-based materials and computer generated simulation activities.
- Music
- Adults talking about the past
- Buildings and sites, educational visits to museums, the use of fieldwork

## Cross Curricular Links

As well as taking its own part in the school Curriculum, History contributes to the wider aims of Primary Education.

### **English**

With careful planning, History affords opportunities for children to develop and apply their Literacy skills. Reading and writing skills are essential for undertaking historical enquiry, for collecting information and source material, making notes and following instructions. Children should be able to communicate in ways appropriate for the task and the audience, for example, when interviewing older people about life in the past. Discussion, drama and role play are significant ways in which children can increase their understanding of different historical viewpoints and perspectives. Evaluating historical evidence requires children to articulate their ideas, and to compare and contrast their views with those of other people.

### **Mathematics**

Through teaching history children can apply their mathematical skills by analysing data, and studying chronological information. The use of fieldwork data, timelines and charts contributes to the children's mathematical understanding.

### **Computing**

The use of computing can help children's learning in History by providing a great deal of information. Historical understanding can be enhanced when using the internet to research a significant person, or life, in the past. Pupils can access on-screen timelines to help to develop their chronological awareness. Databases can be used to search for information and identify and explain patterns of change. Children can view countless websites of museums and historical sites around the world, many of which offer interactive tools to explore images, locations and artefacts in 3D.

## **Geography**

There are close links between the two subjects. An investigation of how an aspect of the local area has changed over a long period, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History they will use and develop their mapping skills and discover the location of places.

## **Resources**

A variety of history resources are available at St. Clare's Catholic Primary School. Amongst them are: children's reference books; teacher resource books and packs; photographs; artefacts and newspapers. Each classroom has a Bracey timeline displayed to show the children how significant periods of history can run concurrently and how the events are sequenced. Furthermore, the children have access to a substantial timeline displayed in the hall which shows historical events from 3300BC up to more recent events. Resources are shared out to the relevant year groups and stored in their classrooms for ease of access. Year groups will need to share those resources as required. Children should not remove or replace resources at any time. The History Co-Ordinator maintains the History resources, and monitors their use. Resources are purchased and replaced by the Co-Ordinator in accordance with the school ordering procedures. We have access to adaptive teaching resources from Grammarsaurus which cover many of our history topics. The list of resources is examined each year before requisitions are made. All staff may request or suggest resource items they feel would be useful for a History topic either in person or by providing feedback on the back of planning sheets following completion of a topic.

## **Health and Safety**

Visits by pupils to the immediate locality, museums and sites of historical interest are an essential part of the History Curriculum. Visits should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for more detailed information.

## **Assessment and Recording**

Children will be assessed based on their emerging, meeting or exceeding of year expectations. Teachers should judge which description best fits the pupil's performance across the five key areas of History: Chronological Awareness, Knowledge and Understanding, Interpretations of History, Historical Enquiry and Communication and Organisation. It is important in the assessment of History that the children can use their knowledge, skills and understanding to describe events and to give explanations why people acted as they did. Pupils should also be able to record their knowledge in a variety of ways, using dates and historical terms.

## **Extra-Curricular Activities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the Curriculum. History provides opportunities for teaching that reinforces this ideal. We have a History after school club called 'We are historians,' initially it is offered to years 4 and 5 but other year groups will have a chance to attend in the future.

## **Our Statement of SMSC**

Spiritual, Moral, Social and Cultural Development through History promotes the following:

### **Spiritual Development**

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

### **Moral Development**

- understanding of the consequences of their actions and others
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural Development**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage – particularly that of Liverpool's black community and former links to the slave trade, making reference to the 'Black Lives Matter' movement.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.