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MISSION STATEMENT

*We Show Our Love For Jesus In All We Do And Say,
We Celebrate Everyone's Gifts And Talents As We Enjoy Learning And Playing Together,
We Try To Follow The Example Of St. Patrick Within Our School Community*

History Policy

Date: June 2020

ST PATRICK'S CATHOLIC PRIMARY

HISTORY POLICY

THE NATURE OF HISTORY

The past influences all aspects of life. Learning about the past helps us to make sense of the world in which we live. Every subject has an historical dimension. The study of history links with and supports: English, Maths, computing and other areas of the curriculum. It provides a framework for P.S.H.E and citizenship.

History is about helping pupils to develop an awareness of the past and how key events brought about change. How people's lives have shaped this nation and how Britain has influenced the rest of the world. It involves learning about the important episodes and developments in Britain's past, Neolithic to modern times, about ancient civilisations and the history of other parts of the world. This study is set within a developing awareness of chronology, investigation of local history and the development of key skills; characteristic features of the period studied, change and continuity, cause and consequence, interpretation of the past including contrasting views, significance and historical enquiry.

HISTORY CURRICULUM PLANNING

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long term plan maps the history topics studied in each term during each key stage.

Our medium-term plans (sequential plans) ensure that the key skills are being taught in each year group and a clear progression is evident. The history subject leader reviews these plans on a regular basis.

We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each topic and, through planned progression, we offer them an increasing challenge as they move up the school.

Educational visits will be arranged to enhance the children's learning. These will be funded voluntarily by parents and frequency of visits will be dependent on this.

Through teaching and learning; a deeper understanding and love of history will be fostered at our school by ensuring children experience the following:

- Use of videos to help children visualise events from the past
- The use of photos to allow children to discuss their ideas before being exposed to text about the object, person, Empire or Civilisation.
- Artefacts are used to encourage investigative skills.
- Role play and debate is used to highlight how different opinions and interpretations can lead to different views on historical events and their importance.
- Dates and timelines are used to reinforce the children's understanding of events and how they fit into the rest of the history curriculum throughout the children's education at our school.

AIMS OF HISTORY AT ST. PATRICK'S

Key Stage 1

In Key stage 1, history is about the lives and lifestyles of familiar people in the past and about famous people and events in the more distant past, including those from British history.

Children:

- Learn about famous people who have contributed to national and international achievements. They will be taught where these people fit within a chronological framework.
- Learn about events within living and beyond memory, which are nationally and globally significant and which may have caused changes in national life.
- Look for similarities and differences between life today and in the past and use common words associated with the passing of time.
- Talk and write about what happened and why people acted as they did, using common words and (historical) phrases relating to the passing of time.
- Find out about the past using different sources of information and representations, they will learn that the past can be represented and interpreted in different ways.

- Look at historical people and places in their own locality.

Key stage 2

In Key stage 2, Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history.

Children:

- Find out about people and important events and developments from recent and more distant past Tudors, a case study on Queen Victoria WWI & II, making links and comparing across different periods of history; from Stone Age to Iron Age, the impact of the Roman Empire, Britain's settlements by Scots and Anglo- Saxons, the Viking and Anglo-Saxon struggle for Britain as well as a theme in British history which extends pupil's knowledge beyond 1066.
- An in-depth study of local history and different aspects of local, British and the world history.
- Discuss why things happened or changed; looking at connections, causes and consequences, similarities, differences and significance.
- Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.
- Use their understanding of chronology and historical terms talking or writing about the past.
- The achievements of the earliest civilisations, a non-European society which provides contrast to British history, eg **The Mayans**.
- The impact of Greek civilisation in the western world.

Language and communication

Children:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Use historical language and understand abstract terms such as Empire, Civilisation and Parliament.
- Ask key historical questions to extend their learning.
- Draw maps and diagrams to communicate historical information.
- Read historical fiction and non-fiction and extract information from sources such as reference book and the internet.

Values and attitudes

Children:

- Learn about the experiences of people in the past, and why they acted as they did.
- How key figures in history have impacted upon modern society.
- Develop respect for and tolerance of other people and cultures.
- Learn how people in the past have changed the society in which they lived.
- Develop respect for evidence and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Building on children's earlier experiences

Many children will have attended nursery and foundation stage where they will have had opportunities to find out and learn about the world in which they live and to develop a range of skills. These experiences are likely to have included:

- Talking about their families and past and present events in their own lives.
- Showing sensitivity to the needs and feelings of others.
- Showing respect for people of other cultures and beliefs.
- Listening and responding to stories, songs, nursery rhymes and poems.
- Taking part in role plays.
- Exploring objects and looking closely at similarities, differences, patterns and change.
- Comparing, sorting, matching, ordering and sequencing everyday objects.
- Talking about their observations and asking questions to gain information about why things happen and how things work.

3. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

St. Patrick's reaffirms its commitment to developing each child's spiritual, emotional, social and cultural awareness. Through studying history, the child's complete learning experience will be enhanced by considering how people lived with one another. By considering different cultures and traditions of the past, pupils will be able to compare with modern day society, including its religious and cultural diversity.

4. ASSESSMENT, RECORDING AND REPORTING

Individual progress in history will be assessed in accordance with St. Patrick's assessment policy. These assessments will be used to modify programmes of study.

Pupils' work is marked in accordance with the school's marking policy.

Records of pupils' progress are kept in accordance with St. Patrick's policy on record keeping.

Individual pupils' progress in history is reported to parents in the summer term. However, any significant problems are communicated throughout the year.

5. MONITORING AND REVIEW

The history co-ordinator, in consultation with senior staff will monitor the implementation of this policy and the schemes of work, and ensure that dates are published for the review of documentation. As part of the assessment, the subject leader will complete the following:

- Learning walks
- Book looks
- Provide the children with questionnaires at the end of the year for them to review their history learning
- Audits will be given once during the academic year in order to provide to provide opportunities for teachers to order new resources
- The history co-ordinator will photograph history displays around the school to review and ensure it is being promoted throughout

