

# History Policy



Through respect, we will work together in Christ to develop the whole person

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Leader: Miss Gill

## St. Matthew's Policy for History

### **SMSC Statement**

At St Matthew's Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

### **Document Purpose**

This policy reflects the values and philosophy of St. Matthew's Catholic Primary School in relation to the teaching and learning of History. It provides a framework within which all teaching and nonteaching staff work and it gives guidance on planning, teaching and assessment. This policy should be used along-side the current planning which draws from objectives specified in the 2014 National Curriculum.

### **Audience**

This policy relates to pupils in Reception, Key Stage 1 and 2. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

This policy is a declaration of St. Matthew's Catholic Primary School policy towards the teaching of History and, as such, is available for any interested person. This policy document is distributed to all teaching and non-teaching staff and the school Governors. Such distribution ensures the accessibility of the document to visiting teachers, staff and parents. Extra copies are available from the History Lead and can be downloaded from the school website.

### **Philosophy**

History is an essential part of the Curriculum and should be studied in its own right. History gives us a sense of identity set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems. As the children see the diversity of human experience and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view - skills that are essential in adult life.

## Aims

- To promote positive attitudes and enthusiasm for History
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes.
- To introduce pupils to what is involved in understanding and interpreting the past.
- To develop an understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To develop knowledge and understanding of significant aspects of the history of the wider world
- To gain and deploy a historically grounded understanding of 1st order concepts each unit covers, including children's rights/human rights, invasion, empire, trade, health, monarchy and settlement.
- To develop an understanding of 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
- To 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
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Early Year Foundation Stage

Pupils will talk about past and present events in their own lives and in the lives of family members. They will learn about similarities and differences between themselves and others, and among families, communities and traditions. Children will learn about similarities and differences in relation to places, objects, materials and living things. They will talk about the features of their own immediate environment and how environments might vary from one another.

## Key Stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework using basic words and terminology to help them and identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

## Key Stage 2

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

## Programmes of Study

The school will follow the current National Curriculum Programmes of Study as set out below.

| Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li><li>• events beyond living memory that are significant nationally or globally</li><li>• 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</li><li>• significant historical events, people and places in their own locality</li></ul> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• changes in Britain from the Stone Age to the Iron Age</li><li>• the Roman Empire and its impact on Britain</li><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>• a local history study</li><li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>• the achievements of the earliest civilizations</li><li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world</li><li>• a non-European society that provides contrasts with British history</li></ul> |

## Curriculum and school Organisation

In order to achieve the aims outlined, History at St Matthew's is organised into a combination of topics and themes. History is taught by all class teachers using plans developed by the History Lead, however there is scope for year group teachers to adapt the plans as necessary to better suit the needs of individual classes. Year group teachers will work together so that teaching is consistent across their 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 parents, grandparents, other family members, neighbours or representatives of the local community.

## Class organisation and teaching style

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. The requirements of the National Curriculum and the age and ability of the children at St. Matthew'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

## Health & 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, Record keeping and Reporting

Children will be assessed based on whether they're emerging, meeting or exceeding end 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. Marking codes related to these five key areas are employed to assess learning. 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.

## **Resources**

A variety of history resources are available at St. Matthew's. Amongst them are: children's reference books; teacher resource books and packs; photographs; artefacts and newspapers. 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 Lead maintains the History resources, and monitors their use. Resources are purchased and replaced by the Co-Ordinator in accordance with the school ordering procedures. The list of resources is examined each year before requisitions are made. All staff may request or suggest resource items for a History topic either in person or by providing feedback on the back of planning sheets following completion of a topic.

## **Equal Opportunities**

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.

## **Special Educational Needs**

Children with Special Educational Needs are taught the full History Curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in History lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

## **Cross Curricular links**

As well as its own part in the school Curriculum, History contributes to the wider curriculum;

## **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.

## **ICT**

The use of ICT 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 identity 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.

## 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