

St John Vianney Catholic Primary School



"Seeking Growth Together"

History Policy

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Reviewed by: Grace Talbot

Approved by Headteacher

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Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of History at St. John Vianney Catholic Primary School and was developed in July 2022.

The aim of history teaching here at St John Vianney Catholic Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

What is History?

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

Principles of the teaching and learning of History

History is important because :

- Studying history helps children to understand their place in the world.
- It challenges them to make sense of the similarities and differences in human experiences across time and place.

History programme of study at St John Vianney:

At Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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 (e.g., the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 (e.g., Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- Significant historical events, people and places in their own locality.

At Key Stage 2

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

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 the pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth of study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - 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.

Strategies for the Teaching of History

History is taught discretely on a repetitive cycle, interleaving with geography. The History curriculum is taught in Foundation Stage, Key Stage 1 and Key Stage 2 during the first half of each term (Autumn 1, Spring 1 and Summer 1) alongside Geography which is taught during the second half of each half term (Autumn 2, Spring 2 and Summer 2).

Each year group (Y1 – Y6) have 3 main topics which are delivered for 2 or 3 weeks each term as this will enable the children to revisit topics and help them to embed skills and knowledge. In addition to this, the children learn about the history of their local area – Blackpool, the Fylde Coast and the surrounding countryside which will support them in their understanding of the wider world. Each year group also studies a famous person in history which again, they will learn about each half term allowing them the opportunity to embed and deepen their knowledge and understanding.

Within lessons the children will have the opportunity to develop their oracy and through discussions and presentations and will be encouraged to develop their metacognitive skills through independent learning and deciding on ways in which to present their work. Children will also have the opportunity to summarise their learning using a 'Golden Sentence' at the end of lessons when appropriate.

Children with SEND and EAL receive additional support during the lessons and complete differentiated with required work which will allow them to achieve.

Excellence in History is celebrated on displays within school and certificates (The Parable of the Talent) can be awarded also for excellence in History. Children with a particular interest in History can be nominated by their peers as the class History Ambassador.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

A Long-Term Plan has been developed by the History Lead in school based on the Chris Quigley scheme of work. It has been personalised to our school through the implementation of the 'History of Blackpool' lessons and the lessons focussing on a famous person in history at the start of each half term. Each year group also has a 'Yearly Overview' which outlines their topics, vocabulary and the coverage of the National Curriculum. Class Teachers write detailed Medium Term Plans each half term to ensure complete coverage of topics and skills as well as showing progression.

Staff meetings are used to discuss the History curriculum and the consistency of coverage and of the standard of work.

The role of the History Subject Lead is to:

- Take the lead in policy development and the long-term plan designed to ensure progression and continuity in History throughout the school,
- Support colleagues
- Monitor assessment data and progress.

Feedback to pupils, about their own progress in History is achieved through the marking of work following the whole school Marking Policy including verbal feedback.