



HISTORY

POLICY

Definition of History

History is the study of the past, in particular the changes over time that have occurred within human society.



Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community – no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

Our Intent

At Holy Cross Primary CVA, the **intent** is to offer a knowledge-rich curriculum which is broad and balanced and ambitious. We are providing a Curriculum based on our Motto of Loved, Valued, Challenged that is rooted in Gospel values, Catholic Social Teaching principles, is knowledge rich and ambitious for all our learners. Our new curriculum follows seven themes that will allow our children to develop deeper knowledge and understanding in as they progress through each year group.

Our History Curriculum will build on the knowledge and understanding of all children, whatever their starting points, as they progress through each Key Stage. We teach our History Curriculum according to the objectives set out in the National Curriculum and our Curriculum is designed to support and to ensure we are delivering a 'Curriculum Inspired by Christ' linked to our seven school themes.

At Holy Cross Primary CVA, we teach, plan and value a high-quality History education in line with the National Curriculum which will inspire in pupils a curiosity about way in which people lived in Britain and the wider world. Children are interested in the world around them and its past, by engaging with the past, children develop their understanding of the characteristics, features and diversity of British society and also a range of societies, political structures, cultures and beliefs that have influenced people's actions throughout history. Children develop their individual and collective sense of identity and learn to appreciate a diversity of human experience, by understanding and valuing their own and others' inheritance.

Curriculum

Through our teaching of the history across the whole school, we will ensure:

- That each new topic is introduced with a 'wow' to the topic to ensure engagement.
- That each lesson is introduced with 'a big question' type enquiry question. This follows the introduction of new topics in our Come and See – Religious Education – topics and Geography.

All of the children will learn about the following types of history within each year group:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretations
- Historical enquiry
- Organisation and communication

Early Years Foundation Stage provision should enable pupils to:

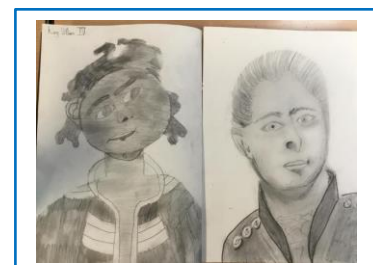
- talk about the lives of the people around them and their roles.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

In Key stage 1, pupils should be taught:

- 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 [for example, 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 [for example, Elizabeth I 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.

In Key stage 2, pupils should be taught:

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



Curriculum Implementation

Teaching & Learning

We aim to implement a versatile historical curriculum which can be accessed by all to develop the children's knowledge, skills and understanding in history by using a range of teaching a learning styles and strategies which are age appropriate and to the ability and age of the children in our care.

We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and we combine these with enquiry-based questions to focus each lesson. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety resources and artefacts, and we enable them to use IT in history lessons where this serves to enhance their learning. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest in the local area and beyond
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research

Our curriculum is built upon our knowledge-rich curriculum and retrieval practice where the children are exposed to previous learning from last week, last lesson, last month and last year. This encourages them to build on their knowledge from one year to the next.

History is taught in blocks on a half-termly basis to allow children to continually access their geographical knowledge from their long-term memory and embed their skills but also to achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.

Knowledge Organisers have been introduced to provide children and parents with key facts and information that will be taught for each topic. These will be used during lessons but also set for homework to embed basic knowledge and understanding of a topic. Parents are encouraged to support work in history through discussion and using these Knowledge Organisers. Regular topical newsletters are also sent home on a termly basis.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Children should be aware of their surroundings, how they have developed and how they can be preserved. This begins with investigations into their own past and the local area and this process should be reflected in the teaching and learning situation. This provides a good grounding into critically analyzing historical concepts in the wider world.

Curricular links to other areas are recognised and developed. Pupils are given opportunities, where appropriate, to develop their computing capability in the study of History through cross-curricular links.

EYFS

History is taught in the Foundation Stage as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage Framework, we relate the historical aspects of the children's work to the objectives set out in the Development Matters document and Early Learning Goals which underpin the curriculum planning. History makes a significant contribution to the ELG objects of developing a child's understanding of the world.

Key Stages 1 and 2

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Assessment and Reporting to Parents

Each unit of work will have specific assignments to assess the breadth of history covered. This can be assessed through an end of topic activity; quiz, presentation, power point, discussion, big write. Individual children are assessed against main learning objects within the topic on a traffic light system of orange and green, taken from the National Curriculum statements. Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the key question of the WALT. Children and staff will assess their learning against objectives on our objective logs which are located in each child's history book to mark the beginning of each new year group.

Supportive and constructive feedback is often verbal and is provided to all pupils.

Children are also encouraged to evaluate their own work and that of others, identifying strengths and areas for improvement.

Reporting to parents occurs annually with a written report. End of year assessments are handed onto receiving teachers for the new academic year.

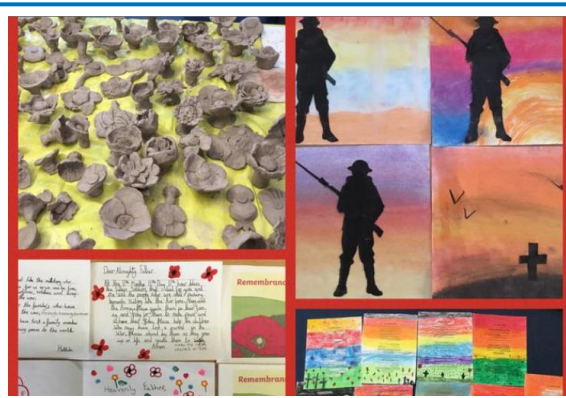
Monitoring

The history coordinator and senior management are responsible for observing practice and monitoring the quality and impact of history teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- Planning – checking for coverage of knowledge, supports teachers via discussion of our new whole-school progression map to adapt and make changes if necessary.
- Reviews children's work and provides feedback.
- Pupil voice.
- Reviews resource provision.
- Discusses regularly with the Headteacher, the progress implementing this policy within school.
- Informs Link Governors of updates and changes.

The history development plan is reviewed with the head teacher and staff. Recommendations for development are recorded as part of the on-going school self-evaluation programme and through whole-school progression.



Ideas for Families to Develop their Child's Interest in

- ✓ Visit local areas of interest and beyond to support the teaching and learning of our history curriculum; Newstead Abbey, Nottingham Castle, Yorvik Viking Centre, Crich Tramway Museum, Sherwood Forest.
- ✓ Take part in historical days; Stone Age Day on and off site, Roman/Tudor/Victorian experience days on and off site, Remembrance Day.
- ✓ Explore the local area of historical significance.
- ✓ Useful websites:

<https://www.natgeokids.com/uk/category/discover/history/>

<https://www.historyforkids.net/>

<https://www.ducksters.com/history/>

KS1 <https://www.bbc.co.uk/bitesize/topics/zf49q6f>

KS2 <https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

Priorities for 2021-22

- Subject Leader CDP opportunities.
- Source resources to support children's learning.
- Source good quality historical texts where possible.
- Half-termly curriculum reviews to assess topics taught in the previous half-term allowing for staff voice and input into any curriculum changes/adaptations.
- Amend, adapt and review whole-school progression where necessary.