

St John's Catholic Primary School,

Bridgnorth



History Policy

Reviewed on: 21.03.2024

Reviewed by: Mrs F Harris

Next review date: 21.03.2025

Introduction

The aim of History teaching at St John's School is to stimulate the children's interest and understanding about the life of people who lived in the past, the process of change and the diversity of societies and relationships between different groups. 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. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate and question these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In Key Stage 1 and 2 we give children the opportunity to visit sites of historical significance. We encourage visitors to come into 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.

Intent

The History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history the wider world. We want pupils to develop confidence to think critically, ask questions and be able to explain and analyse historical evidence.

We aim to build an awareness of significant events and individuals in global, British, and local history and how things have changed over time. History will support the complexity of people's lives, the diversity of societies and the relationships of different groups.

The scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set by the National curriculum.

Curriculum

As a school, we have recently chosen Kapow from Year 1 to Year Six. With some planning ideas also for Early Years. A detailed progression map of the history curriculum has been written to support the scheme of work. Pupils can learn History skills at their own pace, developing independent learning skills with opportunities to continually review and revisit the skills covered, our pupils can access resources and content suitable for their individual ability and needs. Teachers can learn about topics covered and how to apply within teaching by watching the tutorials provided by Kapow.

Early Years Foundation Stage

In the Early Years Foundation Stage Curriculum History does not feature as a stand-alone subject within the framework. However, at St John's Reception children will still have a broad, play-based experience with historical experiences. The class teacher regularly plans activities that link to "Understanding the World." The children will learn about growth and development, use timelines linked to Jesus' life and link some lessons to the past.

Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS (Early Years Foundation Stage). Activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to reflect on memories

and experiences from their own past and extend only to situations that will still be remarkably familiar to their everyday lives.

Implementation

The substantive knowledge strands will be implemented (topic knowledge, chronological awareness, substantive concepts) and the disciplinary strands (Historical enquiry and Disciplinary concepts).

The scheme emphasises the importance of historical knowledge being shaped by these strands.

Children will develop awareness of the past in key stage 1 and will know where people and events fit chronologically, this will support children building a mental timeline they can refer to throughout their learning in key stage 2 and identifying connections, contrasts, and trends over time.

The units are based around an enquiry-based question and children are encouraged to follow the enquiry cycle.

Key Stage 1

In Year 1 the 'How am I making history?' unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

In Year 2 'How was school different in the past?' the first unit in Year 2 gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

Key Stage 2

We chose to place 'What did the ancient Egyptians believe?' at the end of Year 3 as we felt that pupils needed sufficient understanding of the history of the UK before they could compare and make connections with other ancient civilisations.

The British History units are after 'How have children's lives changed?' in Year 4 because these units look at more abstract substantive concepts, such as power, invasion, settlement, and trade, which are often challenging for children to understand.

The British History unit 'What was lifelike in Tudor England?' is taught first, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece and the Maya civilisation.

Year 6 We have placed the local history unit 'What does the census tell us about our local area?' and 'What was the impact of World War 2 on the people of Britain?' next to each other so the children can compare local and national issues. 'Unheard histories' is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.

Impact

The history scheme can be constantly monitored through both formative and summative assessment opportunities.

Each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of History, pupils should leave St Johns equipped with a range of skills to enable them to succeed in their secondary education.

They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Progression

Our History Curriculum runs from reception to year 6. Children have the opportunities to build on their knowledge each year, and every lesson is taught in a sensitive, age-appropriate way. Progression documents for each aspect of the History topics show the end points we want our children to achieve. A focus on transition each year, but particularly throughout Year 6 prepares children for their secondary education.

Inclusion

Children with special educational needs or a disability will be entitled to the same access to History as their peers. In planning lessons teachers will identify the learning outcomes for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulties. It is important to note that children with learning difficulties may achieve well in History and should be given the opportunity to provide support for others. SEN children also have access to ICT to support and aid their learning within History lessons.

History lessons have in place-

1. Use of dual coded resources.
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

Assessment in History.

- Use of retrieval practice
- Prior teaching
- Use of knowledge organisers/topic covers
- Wall displays to aid independence.
- Checking in lessons for misconceptions, and instantly address
- Interventions when needed.
- Developing and adapting unit plans
- Summative Assessment: end of unit quizzes
- Issues identified, noted, and acted upon

Monitoring, Evaluation and Feedback

Monitoring will be achieved through:

- Work scrutiny via History pupil books.

- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

Enhancements

- Assemblies – broad plan that incorporates British Values, History topics and diversity.
- Trips and experiences- local and diverse experiences to enhance History curriculum from EYFS to year 6.
- Local area embedded within curriculum
- Visits included within curriculum.