

Saint Clare's Catholic Primary School History Policy



Member of staff responsible: Mrs D. Mallett
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Intent

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ.

History teaches us to respect people of different times, to value our cultural heritage and to foster an understanding of how our society has evolved. It links closely with our Mission Statement, which encourages respect and a sense of value for each other's achievements.

Aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The objectives of teaching history within Saint Clare's are:-

- To arouse interest in the past and stimulate children's curiosity into finding out more.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and foolishness of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'monarchy', 'migration' and 'invasion'.
- Understand 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.
- 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.

Implementation

Planning

For Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3-6) we follow the National Curriculum as defined by the Department for Education. We use a bespoke curriculum as our scheme of work with strong cross curricular links to support a meaningful curriculum. History is taught in years 1-6 through a topical theme in specific half terms throughout the year. These themes have been established to ensure that chronological understanding is sequenced, relevant and can support children in building upon prior learning. The unit is planned in a way so that facts are re-capped and revisited to encourage retention. Through history the children learn a range of skills, concepts, attitudes and methods of working.

While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Understanding Different Types of Knowledge in History

The history curriculum is underpinned by elements of substantive knowledge and disciplinary knowledge to ensure that the children are enhancing their historical knowledge whilst developing the skills to construct historical rational and critical thinking with enquiry.

Substantive Knowledge

This is factual knowledge of the past: key events, place and people. It includes four types of knowledge: 'Generative Knowledge', 'Substantive Concepts', 'Chronological Knowledge' and 'Fingertip Knowledge' (Must Know Facts)

- **Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts' (abstract concepts such as monarchy, trade, or empire) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).
- **Substantive Concepts** are concepts concerned with the subject matter of history, such as civilisation, monarchy, empire, invasion, war, settlement, trade and religion. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed generative knowledge because they support the learning of new material. For example, understanding the concept of civilisation from an earlier topic supports understanding of the next topic which involves civilisation.
- **Chronological Knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.
- **Fingertip Knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in Must Know Facts. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

Disciplinary Knowledge and Historical Enquiry

Disciplinary knowledge is knowledge about **how** historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are developed in our history curriculum:

- **Chronological Understanding** - being able to employ dates and terms to describe the past, and realise that the past can be divided into periods.
- **Historical enquiry** using sources - asking questions, using sources and evidence to construct and challenge the past. Communicating ideas - communicating and organising finds with a systematic approach.
- **Cause and consequence** - selecting and combining information that might be deemed a cause and shaping it into a coherent explanation and understanding the relationship between an event and other future events.
- **Continuity and change** - analysing the pace, nature and extent of change.

- **Similarities and differences** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed.

Teaching and Learning

The history curriculum is delivered by class teachers. In all classes, adaptive teaching is used in order to give appropriate levels of work to each individual child. Children work in a range of groupings including whole class, small groups and independently. History teaching should focus on enabling children to think as historians. Children have opportunities to examine historical artefacts and primary and secondary sources. We encourage children to carry out historical enquiry. We encourage specialists to come into school and talk about the experiences/discoveries of events in the past. The children are supported so that they understand that historical events can be interpreted in different ways and encourage children to ask searching questions on their topic, such as, 'How do we know?', 'What can I find out about?', 'Where can I find out more?', 'Why did that happen?' and 'Why are there differing opinions?' History work is completed in topic books.

Early years:

History is taught in Pre-School and Reception as an integral part of topic work through child-initiated and adult led activities in the EYFS 'Past and Present' section of the Early Learning Goals. This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. The children are given opportunity to find out about the past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes significant contribution to developing a child's understanding of the world through activities such as looking at pictures, sharing stories and books, welcoming local visitors and visiting their locality. As well as building important knowledge, this extends their familiarity with vocabulary that supports understanding (for example now/then and old/new).

Key Stage 1

In Key Stage 1, pupils learn about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more recent and distant past in Britain and the wider world.

Children learn:

- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About changes within living memory.
- About events beyond living memory that are significant nationally or globally (for example, the Great Fire of London or the sinking of The Titanic).
- About significant historical events, people and places in their own locality.

They listen, 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.

Key Stage 2

In Key Stage 2, pupils learn about people, important events, places and developments from recent and more distant past. They learn about changes and continuity in their own area, in Britain and in other parts of the world.

Children learn:

- To find out about people, important events, making links across different periods of history.
- About different aspects of local, British and world history.
- To discuss why events happened, their results and consequences.
- To carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.
- To develop and use an understanding of chronology and historical terms when talking about the past.

Pupils with Special Educational Needs (SEND)

In line with our other school policies, we recognise that all children have needs. We recognise the importance of building children's self-esteem and we will reinforce what they can do in a positive manner. Teachers know their children and support pupils to develop a secure knowledge of what is being taught. Children who are on the Special Educational Needs (SEND) register will be working in line with their Individual Education Plan (IEP).

Assessment, Monitoring, Recording and Reporting

Ongoing teacher assessment informs the planning of work to meet children's needs. Feedback in history lessons is carried out in line with the school's feedback policy.

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. At the end of a whole unit of work, the teacher will make a summary judgement about the work produced. The end of year expectations and portfolio of work should help teachers decide where a child's progress is markedly different from that of the rest of the class. History is assessed as part of our termly pupil progress meetings and progress is reported to parents in our end of year reports.

Cross-curricular Links

History lessons can provide valuable opportunities to extend or develop Literacy skills in speaking and listening, reading and writing for different purposes. Work in history can link closely with art through study of art from the period, looking at artefacts and of course Geography plays an important part in history. Themes linked to national or local events and celebrations are dealt with in a cross curricular fashion. It provides opportunity where children can demonstrate what they have learnt.

Resources

History skills are developed through the use of resources such as photographs, artefacts, resources on the internet and resources shared from home or experiences. Children also gain history skills from taking part in trips in our local area and further afield. Resource loan packs (which contain a large number of artefacts) are ordered each year from Lancashire Museum Loans Service. History Outreach Sessions are also used, whereby costumed educators engage children in active learning with a wider range of resources and artefacts to bring the past to life.

Impact

The impact of the History curriculum at St. Clare's can be seen through:

- Clear evidence that our children have shown progress and attainment in line with the National Curriculum.
- Our children demonstrate enthusiasm for the subject and can talk with confidence about history.
- Our children demonstrate an understanding of a range of historical vocabulary which can be applied confidently.
- As historians, our children can use their skills to pose questions, evaluate evidence and draw conclusions.