**SS John & Monica’s Catholic Primary School**

**History Policy**

Our Vision

The study of Historydevelops the children’s interest and understanding about the lives of people who lived in the past and the events that shaped cultures through time. It teaches children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their own personal historical heritage. By considering how people lived in the past, children will learn to value their own and other people’s cultures; they are better able to learn the lessons that history teaches us and make their own life choices today. 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. At SS John & Monica’s our teaching of history makes a significant contribution to the PSHE & British Values curriculum by teaching about how Britain developed as a democratic society. It also allows for the British Values of democracy, individual liberty, tolerance and respect to be highlighted, understood and practised by children. 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

**Intent – What we are trying to achieve?**

At Ss John and Monica we aim for a high quality history curriculum:

* To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
* To develop a sense of chronology and to appreciate how things have changed over time;
* To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
* To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
* To develop an appreciation of human achievement and aspiration through the ages;
* To know and understand how the British system of democratic government has developed and through this, contributing to a child’s citizenship education;
* Gain historical perspective by placing their growing knowledge into different contexts e.g. to understand how Britain is part of a wider European culture;
* To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
* To develop an awareness of the role of science in allowing us to be able to access the past (e.g. work of archaeologists);
* To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
* Learn to interpret history using a range of primary and secondary source materials;
* To distinguish between historical facts and the interpretation of those facts;
* To understand those events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

**Implementation – How do we translate our vision into practice?**

**Scheme of Learning:**

Ss John and Monica Catholic Primary School follows the National Curriculum: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf>

To deliver this, the Long Term Planning Overview ensures consistency and progress of all learners. It aims to develop historical knowledge and methods of enquiry while increasing awareness of history’s ‘second order concepts’ (these include change, continuity, causation, consequence, similarity, difference and significance) and the ways in which these are communicated. The overview shows that each year group covers two history topics per year and two Geography topics form the other half of the year. As far as possible, staff will also look for ways to integrate the skills learned in history into other curriculum areas.

Staff plan for history termly basing their planning on a combination of Kapow and the Plan Bee schemes of work. Teachers’ planning is retained for their own usage – it is a working document. The history co-ordinator, who oversees the subject, may request teachers planning for monitoring and to ensure progression of skills through the phases.

In Reception, which is part of the Foundation Stage, we relate the History side of the children’s work to the objectives set out in the Early Learning Goals for Understanding the World which underpins the curriculum planning for children aged three to five. We develop a child’s knowledge and understanding of the world through activities such looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

**Teaching and Learning**

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. 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
* They have access to secondary sources such as books and photographs
* Visitors talk about personal experiences of the past
* They listen to and interact with stories from 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
* They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions

History is a cross curricular subject and we find as many opportunities as possible to take the skills developed in history and use them in other subjects

Teaching History to Children with Special Educational Needs

History forms part of the school’s curriculum policy to provide a broad and balanced education to all children, whatever their ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child with additional support as needed. We achieve this through a range of strategies, which are adapted by task, expected outcome and/or support from peers or adults. LSAs support the work of individual children or groups of children. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential.

**Spiritual, Moral, Social and Cultural development**

When teaching history, we contribute to the children’s spiritual development where possible. Children will understand how Catholic Social Teaching, Catholic Virtues and British Values relate to History. We provide children with the opportunity to discuss moral questions, or what is right and wrong, e.g. when studying topics such as the keeping of slaves in Roman times. Children find out how British society has changed over time. The history programme of study enables children to understand that Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today.

Assessment and Recording

At Ss John and Monica, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive teaching. Knowledge checks are used at the beginning and end of each topic to assess knowledge learnt and retained. Children’s work is also assessed throughout the topic to ensure that understanding and skills are being achieved and that progress is being made; ‘Learning Stories’ are used by each child to support this. Marking is guided by the school’s Marking Policy. Teachers at SS John & Monica’s provide samples of work to the history co-ordinator which are retained as evidence of progression and skills coverage.

Children are encouraged to complete research projects based on History topics during school holidays. Outside school time, children are encouraged to take part in enrichment opportunities such as reading historical books, watching history programmes such as ‘Horrible Histories’ and visiting places of historical interest

Resources

Resources to support the teaching of all history units are stored in classrooms. The school library and classrooms contain a supply of topic books for each topic area. IPads are used to support learning. The Birmingham Museum and Art Gallery’s Museum in a Box service is used to supplement our own resources.

Visits are planned to enhance learning and give hands on activity. 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.

Monitoring and Review

Monitoring takes place regularly through sampling children’s work and teacher planning,  
through a book scrutiny and lesson observations.

The History Co-ordinator at SS John & Monica’s has an overview of the history curriculum and will support the staff as follows:

* Writing and revising the History Policy with the support of the staff
* Monitoring teacher’s planning as required
* Monitoring the standards of the children’s work
* Maintaining a history portfolio with evidence of historical attainment
* Auditing, buying and maintaining resources
* Taking photographs of history displays
* Supporting colleagues with issues relating to the planning and teaching of History
* Keeping up to date with current developments in the subject
* Advising the head teacher of the strengths and weaknesses in the subject, and indicating areas for further improvement

**Impact – What is the impact of our curriculum on the students?**

* Children show enthusiasm and interest in the past and are eager to further their learning in the next stages of their education
* Children demonstrate an increase in knowledge of events in response to appropriate questioning
* Children understand chronology using timelines and/or periods
* Children know that the past is represented by evidence from a variety of sources
* Children can select relevant information from these sources and will understand how to decide the reliability of varied sources
* Visits within History have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding
* Fundamental British Values are evident in History and children understand how it can celebrate difference

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