



St Kentigern's Catholic Primary School

MISSION STATEMENT:



History Policy

History Subject Leader: Claire McGrath

Intent – Why do we teach what we teach?

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity to know more about the past. We aim to enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity and the challenges of their time

Statutory Requirements

Statutory requirements for the teaching and learning of History are laid out in the EYFS Framework 2023 for children in the Early Years Foundation Stage and, for children in Key Stages 1 and 2 in the National Curriculum 2014. Pupil provision is related to attainment, not age.

In the Early Years Foundation Stage History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People & Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

In Key Stage One (Years 1 and 2) children 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.

Children should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

In Key Stage Two (Years 3, 4, 5 and 6) children 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.

Children 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 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.

Implementation – How do we teach what we teach?

Our History curriculum fulfils the National Curriculum requirements, using Rising Stars History as a tool to help us deliver the objectives and ensure progression of skills. We have personalised our curriculum to link with our local area where possible.

In Key Stage 1 and Key Stage 2 History is taught through timetabled specific lessons on a half termly basis, alternating with Rising Stars Geography, with cross-subject links and references to help students embed holistic knowledge.

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible.

Impact – How do we know what students have learnt and how well they have learnt it?

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are able to make connections between what they have previously learned and what they are currently learning.

Assessment and Reporting

Formative Assessment

Formative assessments are carried out to ensure children make progress. Teachers use a variety of assessments to inform their judgements. They enable the teacher to determine what each child has learned and what should be the next step in his/her learning. Checking activities around identified History end points include:

- Mini quizzes;
- Individual discussion;
- Feedback during plenary sessions
- Marking and feedback based on learning objectives and lesson outcomes (linked to endpoints)
- Cold calling
- Think Pair Share
- Probing questions
- Process questions
- Say it again better
- Whole class feedback
- Show me boards

Summative Assessment

Termly summative judgements are made in relation as to whether pupils are working at age related expectations, towards age related expectations (entering) or if they are exceeding age-related expectations based upon the progress within each of the topic areas.

Monitoring and Progression

Monitoring

At least termly, the History Subject Leader will:

- Monitor children's work to check the whole-school approach in the teaching of History (as outlined in this policy) is being followed;
- Carry out learning walks to monitor learning environments;
- Conduct pupil voice sessions in which children will be given the opportunity to express their feelings towards learning History and showcase their learning and understanding of vocabulary. The History subject lead will use this opportunity to judge children's progress and attainment towards the end points in each year group. Following on from any monitoring that is carried out, feedback is provided to staff. Unit reviews will include adaptations recommended for the next time the unit is taught

Updates with History will be communicated with during staff meetings with all teaching staff so that staff can

share the same, correct, consistent approach to delivering History and assessing History in line with the most recent guidance.

Progression

Teachers use the school overview, the end points documentation and Rising Stars resources to ensure lessons are planned to match the statutory requirements of the National Curriculum 2014.

Inclusion and Interventions

Inclusion

We aim to provide for all children so that they achieve as highly as possible in History, according to their individual abilities. Staff will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning opportunities are provided in order to ensure adequate challenge and opportunities for progression.

Home/School links

Parent/carer – teacher dialogue and co-operation are encouraged at all stages of a child’s school life, and in all aspects of the History curriculum.

Reporting to parents/carers:

Formal reporting to parents/carers of attainment, progress and targets takes place annually in the end of year report. Parents/carers are given the opportunity to discuss their child’s report and progress by appointment, when necessary.

Teachers communicate frequently with parents and carers via the Class Dojo app; they can use this to share what the child is learning and the learning intentions each half-term are communicated.

The role of the parent/carer

Parents/carers can play a key role in their child’s History development and progress by engaging in home learning tasks, linked to our History work within school. Parents/carers can play a key role in their child’s History development and progress by encouraging children to discuss their learning in class as well as by discussing the overviews shared with parents each half term. Resources are sent home to parents/carers to assist them in helping their child – for example, home learning tasks which support the learning and skills taught in each topic and documents such as vocabulary banks and knowledge organisers.

Equal Opportunities

All children are provided with equal access to the History curriculum, through suitable learning opportunities, regardless of gender, ethnicity, religion or home background.

Children with specific writing difficulties or physical disabilities are identified and supported through support programmes in school and, where necessary, external help is sought.

The Governing Body

The School History Governor Jaimie Long works closely with the History Subject Leader to monitor the subject. They meet frequently to:

- Discuss developments in History;
- Share key documents;
- Share findings of learning walks, lesson visits, book scrutinies and any other moderations carried out, and discuss how the results of these will inform future practice and next steps in the subject.

Supported by the History Subject Leader, the School History Governor writes reports to Governors, sharing any relevant History updates and detailing the impact and effectiveness of the current History provision in school. Reports are shared with Governors in Full Governing Body meetings, providing all Governors with the opportunity to discuss, question and monitor the effectiveness of the teaching and learning of History.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Policy written by: Claire McGrath (History Subject Leader)

Date reviewed: December 2023

Next review date: December 2025