



History Policy

Shining with love, pride and success

Date: 2021

Date of review: 2023

At St Maria Goretti Catholic Primary School we believe history is a subject which provides children with a greater awareness and an increased understanding of the world we have inherited and enables them to identify with the effects this has had on aspects of social, cultural and economic perspective in the modern age.

Aims (National Curriculum 2013)

The national curriculum for history aims to ensure that all pupils:

- 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 follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Requirements

Within Key Stage 2 there are no stipulated time allocations i.e. class teachers may prefer a 'block topic' approach rather than weekly lessons, provided that the required study units are completed.

The content for the study of history is outlined in the National Curriculum Key Stage 1 and 2 programmes of study.

Special Educational Needs

History appeals to and has much to offer all children whatever their abilities. Using the Teaching and Learning policy, staff will move towards self-motivation and independent learning in the high attaining pupils. History can stimulate children with learning difficulties to communicate and through group activities to gain confidence and self-discipline. With close reference to ILPs teaching staff will direct activities with appropriate resources and make full use of support staff when available.

Equal Opportunities

St Maria Catholic Primary School intends that no member of our school community shall receive less favourable treatment because of his or her sex, race, colour, nationality, national origin, ethnic origin, disability, age or sexual orientation, nor be disadvantaged by any other condition or requirement which cannot be shown to be justifiable.

Resources

Each topic area has a resource box located in the library History cupboard. Resource boxes include artefacts, video/dvds, photographs, booklets, posters etc., and books for each study unit. Further reference books can be ordered from the Library Project Loan Service ensuring the availability of a selection of suitable books for the children to research in relevant topic areas. Books are also available in the School Library. Additional project loans of artefacts can be requested from the Museum Loan Service.

Long Term Plan

Reference should be made to the History Topic Grid (Appendix A). Specific study units allocated to individual year groups are found in the Lancashire Topic Plans. These schemes of work ensure skill progression and unit coverage.

Assessment and Recording

The Lancashire Key Learning Documents provide the basis of assessment in history. The schemes of work cover the statutory elements for each unit and give clear learning outcomes which enable ongoing assessment.

Many ways of learning are integrated into history assessment. Children's work can be assessed by: -

- ◆ each unit commences with the question to the pupils "What I already know about..." and concludes with "What I have learned about..."
- ◆ observation; watching children work individually or as part of a group
- ◆ questioning; discussion about historical events and listening to pupil's responses and views on an individual, group or class basis
- ◆ evidence; the work children produce in class, writing, drawings, paintings, models etc.
- ◆ Digital photographs
- ◆ Videos/DVDs

Pupil work is checked against the levelled learning outcome, as detailed in the Scheme of Work, and at the discretion of the class teacher. Marking follows the school Marking Policy.

Staff Development

The history co-ordinator will aim to assist staff by: -

- providing advice and informing staff of new developments in the teaching of history within the school
- attending relevant courses and report back to colleagues or invite speakers into school
- consulting with the history adviser as required.

School Development Plan

History will be monitored, evaluated and reviewed as part of the whole school development plan.

Using skills and understanding drawn from other curriculum areas to support History learning

ENGLISH

- Acquiring and using vocabulary effectively
- Confident and responsible speaking, listening, raising questions, discussing, describing, reporting
- Reporting events chronologically
- Using role play to present interpretations of past events
- Responding appropriately to instructions
- Separating facts from points of view
- Recognising variations in vocabulary
- Recognising that print is used to carry meaning
- Extracting relevant information from factual written sources either aurally or by using reading skills. (Readability of sources should be appropriate to the child or teacher help should be provided in order to access the source)
- Making inferences beyond the literal from written sources
- Annotating and labelling pictures to convey information or interpretation
- Note taking
- Communication of information to different audiences
- Using literary sources from the past to recognise the common humanity we share with people of all periods
- Reading information from grids and charts

GEOGRAPHY

- Using mapping skills and map decoding skills to compare places over time
- Transferring understanding of place to an historical context -

What is this place like?

Why is it like this?

In what ways is this place connected with other places?

Has it always been like this?

How has it changed?

- Transferring understanding of effects of physical landscape on human settlement to an historical context
- Transferring understanding of environmental pollution to an historical context

ART

- Using observed drawing skills to enhance observation of subjects and pictures
- Using skills of looking into pictures and portraits to increase their value as sources for investigation of people and everyday life in the past

MATHEMATICS

- Using mathematical skills to understand time and sequence: day, week, month, year, decade (a set of 10 years), century (a set of 100 years or a set of 10 decades - 10 sets of 10)
- Using understanding of comparative and standard measurement to relate to time-lines as visual measures of time
- Using experience of shape, pattern and number to promote awareness of buildings and changes in building style
- Making and decoding grids and charts
- Constructing and decoding graphs

SCIENCE

- Transferring understanding of the basic survival needs of humans to link people from all cultures and periods of the past
- Recognising links between an investigative approach to both curriculum areas
- Transferring understanding about the process of rotting in various materials to the survival of evidence from the past
- Transferring understanding of physical processes to buildings and structures of the past

INFORMATION TECHNOLOGY

- Data Handling
- Word Processing
- Multimedia Presentation
- Internet Research
- Exploring Simulations
- Templates and activities found on Purple Mash

Appendix A

History Topic Content

Based on Lancashire Planning Units (2014)

	Topic Title	Notes
Year 1	Fire, Fire! Events beyond living memory. Great fire of London.	Where is London. Sing song. What was London like then? Put events in chronological order. Role play events.
Year 1	Family Album Changes within living memory	Timeline of their life, babies, toddlers, nursery, year 1. Find out national events in their life time. (Olympic games, Royal weddings etc.) Family events on timeline. Their birthdays compared to birthdays in the past. Toys today compared with toys of the past. The royal family.
Year 2	The place where I live Significant Places in their own locality	Key resources – photos, maps, letters diary's Investigating the past - local area, their school, church home etc. Playground games from the past – 1950s, 1960s, Victorian times
Year 2	Explorers Significant People – Neil Armstrong and Christopher Columbus	Real explorer's equipment. Who was Christopher Columbus? What was his ship like? Who was Neil Armstrong? How was his equipment different? Why?
Year 2	Buckets and spades Events beyond living memory or places in their locality – the seaside then and now	Leisure and tourism in Victorian times. Similarities and differences. Photos, videos, role play. Seaside objects. Transport, food, souvenirs, activities.
Year 3	There's no Place Like Home Local History	Old maps & modern maps – comparisons of features and land use around the school area
Year 3	Rock and Roll Ancient Britain - Stonehenge	Stone age Britain. What was life like then? What animals were hunted? Stone age clothes, homes, art, food etc. Stonehenge.
Year 3	What the Romans did for us Roman Britain	Celts invaded by Romans. Why did the Romans invade? Boudicca. Roman settlements and life. Historical & archaeological evidence.
Year 4	The Great Plague A theme in British history beyond 1066 – The Great Plague of 1665	What was London like in 1665? Medicine in 1665. Chronology of events. How do we know about these events?
Year 4	Water, water everywhere Ancient Egypt (including the river Nile)	Compare Ancient Egyptians with other ancient civilisations. Life for Ancient Egyptians and why the River Nile was important to them. Belief system. How we know about the ancient Egyptians.
Year 5	Inventors and Inventions Early Islamic civilization – Baghdad c AD900	Early Islamic civilization – Baghdad c AD900. Timeline of events. Compare and contrast. What was invented here during this time. How did these inventions change people's lives?
Year 5	Faster, higher, stronger Ancient Greece (including sport)	Ancient Greece - philosophers, the arts, development of governance. Life in Ancient Greece. Impact that their thinking and ideas have had on British life and society. Artefacts in museums. Olympiad.

Year 5	A Kingdom United Britain's settlement by Anglo Saxons and Scots (including place names)	Anglo Saxon time line, key events, people, places. Historical evidence, written sources, place names. Stories (Beowulf). Sutton Hoo. Offa's Dyke.
Year 6	Super Sleuth Viking and Anglo-Saxon struggle for the kingdom of England	Events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Who were the Anglo Saxons? Why did the Vikings invade? How did they fight? Who were the Normans? Why did they invade?
Year 6	Beside the seaside Aspect of British history beyond 1066 – leisure and entertainment	Making comparisons and analysing trends between the different periods, focusing primarily on the period from the Victorian era to the present day. Focus on holidays and holiday locations. Development of the railways. Holiday locations, accommodations and entertainments.