Saints Peter & Paul Catholic Primary School



Policy for

History

Document Purpose

This policy reflects the values and philosophy of Saints Peter and Paul, in relation to the teaching of History. It provides a framework, within which all governors, staff and children can work together. It also gives guidance on planning, teaching and assessment.

This policy having been presented to and agreed upon by the whole staff and the Governing Body is distributed to all individual members of the teaching and non-teaching staff and the school governors. Further copies of the policy are available from the History Co-ordinator.

What is History?

History is a continuous record and study of the past. It provides the opportunity for children to learn from the past and can also help to develop a sense of identity. History fires pupils’ curiosity about the past in Britain and the wider world.

Subject Aims

History is a foundation subject within the National Curriculum and is taught as part of the creative curriculum. The aims of teaching History at Saints Peter and Paul are consistent with our school philosophy and take account of the National Programmes of Study for History.

Aims of Teaching History

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.

Work in History follows the requirements of the National Programmes of Study. Work in History is divided into key stages and organised into levels of increasing challenge. It is expected that most children will achieve the expected level at the end of key stage one and by the end of key stage two.

Teaching History

Key Stage 1

* Pupils 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:



changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

 significant historical events, people and places in their own locality.

**Teaching History**

**Key Stage 2**

* Pupils 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.

**What should be taught**

* 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: The Indus Valley; Ancient Egypt.
* Ancient Greece – a study of Greek life and achievements and their influence on the western world.

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.

Curriculum and School Organisation

In order to achieve the aims outlined previously, History work at Saints Peter and Paul is organised into study units, taught as part of the creative curriculum at both Key Stage One and Key Stage Two.

These units are set down in the long-term plan. During the foundation stage, History is included as part of “*Knowledge and Understanding of the World,”* in the Early Learning Goals. (See attachment – Foundation stage.)

Planning

Outlined below is the long-term plan, for the following two years.

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| --- | --- |
| Year A 2020-2021 | Year B 2019-20 |
| Year 1  Changes within living memory. Where  appropriate, these should be used to  reveal aspects of change in national  life.  (Toys Past and Present)  Significant historical events,  people and places in their own  locality (Beatles, Docks, ) | Year 1  Changes within living memory. Where  appropriate, these should be used to  reveal aspects of change in national  life.  (Homes Past and Present)  Significant historical events,  people and places in their own  locality (Beatles, Docks, ) |
| Year 1/2  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Seaside Now and Then)  Significant historical events, people and places in their own locality (Titanic)  Famous person – through literacy | Year 1/2  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Seaside Now and Then)  Significant historical events, people and places in their own locality (Titanic)  Famous person – through literacy |
| Year 2  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,  (Great Fire of London)  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  (Guy Fawkes /Florence Nightingale) | Year 2  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,  (Great Fire of London)  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [  (Guy Fawkes/Florence Nightingale) |
| Year 3 | Year 3 |
| 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 Egypt;  Britain Settlements  (Anglo-Saxons and Scots)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -   |  | | --- | | The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on Victoria) | |
|  |  |
| Year 3/4 | Year 3/4 |
| 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 Egypt;  Britain Settlements  (Anglo-Saxons and Scots)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on Victoria) |
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| Year 4 | Year 4 |
| 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 Egypt;  Britain Settlements  (Anglo-Saxons and Scots)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on Victoria) |
|  |  |
| Year 5 | Year 5 |
|  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world    Local History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on ……) | Changes in Britain from the  (Stone Age to the Iron Age )  A non-European society that provides contrasts with British history  (Mayan civilization)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on Victoria) |
|  |  |
| Year 5/6 and Year 6 | Year 5/6 and Year 6 |
|  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world    Local History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on …..) | Changes in Britain from the  (Stone Age to the Iron Age )  A non-European society that provides contrasts with British history  (Mayan civilization)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -  The changing power of monarchs using case studies such as John, Anne and Victoria.  (One afternoon or day taught each year focus on Victoria) |
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Classroom Organisation

Class teachers in Saints Peter and Paul, are responsible for their own organisation and teaching style. A variety of approaches such as whole class teaching, group, paired and individual work should be experienced during History. For example, whole class teaching may be suitable for acquiring knowledge and small group discussion may provide opportunities for investigation work.

Cross Curricular Links

History is taught along-side other subjects as part of the creative curriculum.

Literacy and Numeracy

History requires pupils to:

1. Formulate questions.
2. Read and respond to a range of written sources.
3. Carry out historical investigations.
4. Discuss, use drama and role-play.
5. Work with numerical data. For example, calculate the length of time between events.
6. Looking at databases.

PSHE and Citizenship

Children can develop PSHE and Citizenship by:

1. Forming relationships and working with others.
2. Helping promote positive images, challenging stereotypes and misconceptions.
3. Discussing the nature of societies in Britain and in the wider world.
4. Developing their enquiry and communication skills.

Homework

Homework may be used to support History, through tasks such as:

1. Finding out about facts/knowledge about a specific topic.
2. Bringing in artefacts for discussion and display.
3. Project work – learning logs KS2.
4. Visiting places of historical interest.

For more information, please see the Homework policy.

Resources

Resources are an essential part of teaching History, they can provide, ‘hands on experience.’ They are important as they can provide a focal point for teaching and understanding.

In Saints Peter and Paul, the History resources are located in the cloakroom area in KS2. (See attached list)

All videos have now been transferred to DVD.

Resources, such as the ones listed, will greatly assist the teaching of History.

1. Artefacts.
2. Pictures and photographs.
3. Written sources and printed sources.
4. Computer based materials.
5. Stories, myths and legends.
6. Educational visits.
7. Videos/DVDs
8. Internet

All Staff are encouraged to suggest resource items, that they feel would be useful for a particular unit.

Assessment and Recording

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Gathering information on pupil’s attainment is an important part of teaching and learning. Pupil’s progress will be assessed and monitored during the year, through normal teacher planning and observation.

Teachers complete end of unit key objective assessment sheets – to show how children have demonstrated their knowledge and understanding. They also provide expectations for the end of the unit, as to what should achieve.

For further information, please see the Assessment Policy.

Role of the History Co-ordinator

1. Support colleagues in the teaching of History.
2. Audit current practice.
3. Organise teaching programmes, planning documents and schemes of work.
4. Develop a school policy.
5. Resource the curriculum and organise central resources.
6. Keep up to date with developments in History and disseminate information to colleagues.
7. Monitor children’s progress by evaluating work.
8. Monitoring teaching of History by observing lessons

Equal Opportunities

All pupils are entitled to equal opportunities in History, irrespective of race, gender or disability. Attention should be made to the choice of texts or resources.

For more information, please see the Equal Opportunities Policy.

Special Educational Needs

All children are entitled to access the History programme at a level appropriate to their individual needs. Children, who work below the levels defined by the National Curriculum for History, will be given additional assistance.

For more information, please see the Special Educational Needs Policy.

Early Years

In Nursery and Reception, children need opportunities to find out about the past. These experiences are likely to include, events that occur regularly within the child’s experience.

Opportunities for History in the Early Years include:

1. Discussion of important events in the lives of people that children know;
2. Use of the language of time in discussion;
3. Sequencing of events.
4. Using stories that introduce people from the past;
5. Observing changes in the environment.

(This policy will be reviewed Autumn 2020.)