



History Policy

1 Aims and objectives

- 1.1 At St. John Vianney R.C. Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural, and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. 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. What they learn can influence their decisions about personal choices, attitudes, and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

1.2 The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- 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 a knowledge of chronology within which the children can organise their understanding of the past.
- 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 understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes, and that historical explanation is provisional, debatable, and sometimes controversial.

2 Teaching and learning style

2.1 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.

2.2 We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty, some children not completing all tasks.
- grouping children by ability in the room and setting different tasks to each ability group.
- providing resources of different complexity according to the ability of the child.
- using classroom assistants to support the work of individual children or groups of children.

3 History curriculum planning

3.1 At St. John Vianney R.C. Primary School our goal is to inspire pupils' curiosity so that they want to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, evaluate evidence, and develop perspective and judgment. We aim to help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

3.2 Each class teacher creates a lesson plan for each history session. These lesson plans list specific learning objectives.

3.3 We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each

unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 Early Years Foundation Stage

We teach history in Nursery and Reception classes as an integral part of the 'Understanding of the World' area of learning, covered during the year. As the Nursery and Reception classes are part of the Early Years Foundation Stage, we relate the historical aspects of the children's work to the key skills for EYFS areas of learning. History is taught in Nursery and Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at objects from the past and how we have changed. English texts link history topics for example, 'Peepo' by Allan and Janet Ahlberg is linked to the study of objects from the past.

5 Key Stage One

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and 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.

6 Key Stage Two

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1: Old and new 2: Travel and transport 3: Castles and Knights	1: The Gunpowder Plot 2: Great Fire of London 3: Kings and Queens	1: Stone age to Iron Age 3: Crime and Punishment 3: Romans	1: Anglo Saxons and Scots 2: Anglo Saxons and Vikings 3: Railways	1: Greeks 2: Egyptians 3: Local History	1: World War 2 2: Mayans

7 The contribution of history to other subjects

7.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

7.2 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through using time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Children learn about number systems from Ancient Civilisations from across the world.

7.3 Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

7.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

7.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children find out how British society has changed over time. The history curriculum enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

8 Teaching history to children with special educational needs

At St John Vianney Catholic R.C. Primary School we teach history to all children, whatever their ability. History forms part of the school curriculum to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their SEND Support Plan.

9 Assessment and recording

At St. John Vianney R.C. Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy.

10 Resources

We use a range of text books, stories, different sources of evidence and access the internet. 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. Any resourcing issues are highlighted during the year when monitoring takes place and replenished and added to, where appropriate.

11 Monitoring and review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual audit in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate time for the vital task of reviewing samples of children's work, talking to the children and for visiting classes to observe teaching in the subject.

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