

History Policy

Here at St Monica's, we recognise that we are all cherished members of God's family. We love and care for one another, and trust God to guide us in all we do and say. By learning together, we aim to achieve and by working together, we will succeed.

OVERVIEW

In school we will help all children to develop an understanding of time, place, people and events through the effective teaching and learning of the knowledge skills and understanding of history. We will use the National Curriculum History Guidelines as the basis for our scheme of work and we will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

Intent

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about famous people and their impact on our lives.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. allow pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
5. 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 challenges of their time
6. To develop children's skills as historians to enable them to research and discover the past.

Implementation

1. We will begin the teaching of history in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now'
2. As the children move into Key Stage 1 they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English. Stories, plays and poems set in different periods of history will be shared with the children.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older the children will learn about at least one of the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama will be closely linked with history as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the past and of lives in different conditions children will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past children will be helped to develop an understanding of their identity as a British subject.
10. Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, social and environmental issues.
11. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

Knowledge and Understanding

Children should:

- know and understand history 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 civilisation, empires, non-European societies, achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms
- 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 to make historical claims
- gain historical perspective by placing their knowledge into context

Teaching and Learning

Children in the Foundation Stage are taught History through the Early Learning Curriculum- Understanding the World. Children in Key Stage 1 and Key Stage 2 will follow the Cornerstones topic scheme and History is embedded within this. These topic themes are covered over a two year cycle and are in line with the National Curriculum.

EYFS

Children in EYFS cover History through the *Knowledge and Understanding* area of learning. Characteristics of effective learning at this stage may include playing and exploring, active learning, creative and critical thinking.

Children in EYFS are working towards the statutory Early Learning Goal *Past and Present*. This should cover:

- The lives of the people around them and their roles in society
- Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understanding of the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

The teaching of History should cover:

- 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 and globally [for example, the Great Fire of London]
- the lives of significant individuals in the past who have contributed to national and international achievements [for example Neil Armstrong, Florence Nightingale]
- significant historical events, people and places in their locality

Key Stage 2

The teaching of History should cover:

- 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 over view 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 non- European society that provides contrasts with British history, chosen from: Mayan civilisation

Differentiation

We recognise that there are children of widely different abilities and we ensure that we provide suitable learning opportunities for all children. We achieve this by matching the challenge of the task to the ability of the child, appropriate questioning, differentiated tasks, ability and Kagan groupings, and the use of resources and aids including support staff.

For those under S.E.N. provision, we provide learning opportunities that are matched to the needs of children with learning difficulties. Where appropriate, our work in History takes into account the targets set in the children's Individual Education Plans (IEPs) and can be differentiated by task, outcome or support.

OUTCOMES - Impact

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history.

Assessment, Record Keeping and Reporting

- History can be assessed in a variety of ways including observation of a child or group on task, discussion with children about their task, questioning, quizzes and viewing work in books.
- For each new topic, the children will have a topic cover page/knowledge organiser in their books that will be used to inform and assess children at the end of the unit. Each topic cover page will have a number of "sticky knowledge" questions as well as deeper enquiry questions that will encourage them to make judgements based on knowledge, skills and understanding that they have assimilated throughout the topic.
- Reference will also be made to previous topics throughout the school to ensure KSU are embedded in pupils' long-term memory through the use of "Can you remember?" boards.
- Data will be updated at the end of each term on OTrack based on assessments completed by teaching staff. Any children who are WT or WG are to be initialised on the *Progression of Skills* sheets under the appropriate area and returned to MK as subject lead to look into further support or challenge for those children.
- Books will be monitored to ensure coverage is met. Parents will be informed of their child's progress through parent meetings and within the Topic section of the end of year report.

Monitoring and Review

The implementation of this policy will be monitored in line with the school's "Monitoring and Evaluating" section of the Curriculum Policy and the policy will be reviewed by the subject leader.