

# St. Joseph's RCVA Primary School History Policy

## Policy Statement

Our main purpose of history teaching here at St. Joseph's RCVA Primary School is to inspire children's curiosity and make them excited to learn about the past and those people that lived in it. This will have both a focus upon the local and the wider world.

History can mean two things – the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Our local area and community of Coundon and Bishop Auckland has an abundance of rich history, which we are lucky enough to access and share with our pupils. We begin every year with a study of local history as this allows the pupils to see how close to home History really is.

Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live. History is about real people and real events interacting upon each in the past. It is important that we can find out what has happened in the past with actual evidence, which comes from many sources and is presented in many ways.

Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Pupils will also gain knowledge and understanding about some of today's situations when looking at them within an historical context.

Opportunities to enhance children's experiences both in and outside the classroom, with the use of outdoor learning, local fieldwork, community links, trips and residential stays given here at St. Joseph's - this allows for a greater depth of understanding.

## Aims

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
- To develop an interest in the past and an appreciation of human achievements and inspirations.
  - To learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
  - To develop an understanding of the concepts of time and chronology.
  - To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
  - To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
  - To stimulate the imagination.
  - To communicate clearly employing a wide range of media.

## Legal Framework: National Curriculum

### Early Years

History in the Foundation Stage is taught within the specific area of “Understanding the World”.

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

### Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### Key Stage One

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

### Key Stage Two

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

#### **Examples (non-statutory)**

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

#### **Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

#### **Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture

- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### **Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

### **Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### **Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- 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

## History Teaching

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically. History teaching should cause pupils to ask "How do we know?" and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Although history will not always be taught and learned in a chronological sequence, pupils in Key Stage 2 will have access to some form of time chart so that passed events can be placed in a chronological sequence and their relative distance from the present identified. Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing. All classes have class computers, interactive whiteboards with access to the Internet and opportunities to use laptops, chromebooks and iPads. Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

History lends itself to and benefits from a wide range of teaching and learning styles i.e. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, video clips and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes (from Durham Learning Resources) for each area of the History curriculum.
- Fieldwork, visitors and visits to museums and sites of historic interest.

## History Contribution to other subjects

### 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 orally 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.

### 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 doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

### Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use technology to develop their understanding of different times in history for example, virtual museum tours.

### 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.

## Mixed Classes and Planning

We use a two-year rolling programme with cycles A and B to ensure children are getting an appropriate coverage of the curriculum. See Appendix A for long-term plan.

We use the National Curriculum (DfE 2014) combined with County Durham's historical progression skills document as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each year. We carry out curriculum planning in history in three phases (long-term, medium-term and short term).

## Resources and equipment

We keep these resources in a central store. We also keep a variety of resources within the classrooms. In the library, we have a range of History topic books. Topic boxes are ordered in accordance with the long-term plan from Durham Learning Resources, this ensures the most up-to-date equipment, artefacts and quality reading materials are always available. These supplement our already existing resources.

## Accessing the History Curriculum with Equal Opportunities

At St. Joseph's RCVA Primary School we have due regard for our duties under the Equality Act 2010. Children are given opportunities to work with others, listen to each other and treat everyone with respect. We will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

Please refer to our Equality Statement.

## Assessment and Recording

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. All pupils' work is regularly marked and assessed against the key skills. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are completed annually.

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the skills needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year. At the end of the year, a full topic assessment is filled out per class with the codes – WTS, EXS and GDS.

## Monitoring and Reviewing

The History Co-ordinator, who will be responsible for gathering samples of curriculum work, will monitor history. Appropriate additional evidence e.g. photos of activities/displays/visits/assemblies etc. will also be kept. History books and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and SLT. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

*R. McGough - September 2020*

## Appendix A

	Autumn	Spring	Summer
Years 1 & 2 Cycle A	<u>Our local history: mining</u>	<u>History Detectives: spot the difference!</u>	<u>Who has helped make history?</u>
Years 1 & 2 Cycle B	<u>Our local history: transport</u>	<u>History Detectives: spot the difference!</u>	<u>Fantastic Firsts</u>
Years 3 & 4 Cycle A	<u>Our local history: Bishop Auckland</u>	Life in towns and cities	
		<u>Who were Britain's first builders?</u>	<u>What was daily life like for the Romans?</u>
Years 3 & 4 Cycle B	<u>Our local history: Why did the Romans march through County Durham?</u>	<u>What happened when the Romans left Britain?</u>	<u>How did the Anglo-Saxons and Vikings do battle for Britain?</u>
Years 4 & 5 Cycle A	<u>Our local history: Durham City</u>	Beliefs and cultures	
		<u>Were the Vikings really vicious?</u>	<u>How have the Greeks shaped my world?</u>
Years 4 & 5 Cycle B	<u>Our local history: the changing landscape</u>	<u>Why did the Ancient Egyptians build pyramids?</u>	<u>What was life like in Ancient Egypt?</u>
Years 5 & 6 Cycle A	<u>Life since 1066: Crime and Punishment</u>		<u>Who was making history in faraway places? The Mayans</u>
Years 5 & 6 Cycle B	<u>Life since 1066: Has life got better for children in Britain?</u>		<u>Who was making history in faraway places? The Shang Dynasty</u>