



Christ the King Catholic Primary School



Christ be our light and our guide

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

History Policy		
Date	Review Date	Coordinator
September 2018	September 2019	A Carson

Aims and objectives

The aim of history teaching at Christ the King R.C. Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past.

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

As a Rights Respecting school we believe that we have the responsibility to develop our children's personalities so that they develop a respect for their own and other cultures.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and encourage them to ask searching questions.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, enabling all children to work to their full potential.
- providing a range of challenges using different resources
- using teaching assistants to support individual children or groups of children.

History curriculum planning

We use the national programme of study for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. Our curriculum planning is in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. Provision for history activities is part of the overall topic planning completed for each class termly. 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 the children an increasing challenge as they move up through the school.

Early Years Foundation Stage

The History curriculum is an integral part of the Understanding of the World area of learning in the EYFS curriculum and is organised on a topic basis. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world where they will learn through experiences that introduce the concept of time and change. The children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 begin to use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In this stage, pupils will 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 which are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They 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.

Pupils will be taught about:

- 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 civilisations.
- A study of ancient Greek life and achievements and their influence on the western world.

The contribution of history 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 lessons 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.

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, for example they study the impact of the plague by analysing population statistics.

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. (Article 17- Every child has the right to reliable information from the internet).

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 recognize 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.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. (Article 14- Every child has the right to practice their own religion).

Teaching history to children with special educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history. Every child will be encouraged to and will have the opportunity to participate fully in the activities planned both within and outside the classroom.

Assessment

Teachers assess children's work in history by making informal assessments as they observe them working during each history lesson. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

There are resources and a supply of topic books for the history teaching units in school. We use a range of websites to support children's learning. Loan boxes of artefacts are also available from local museums. A wide range of class trips are organised to support the history curriculum. We often invite visitors into school to share their historical knowledge and providing a range of activities to stimulate and nurture their interest in history.

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 support 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.