



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

History Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true



September 2023

Policy Date: September 2023

Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**‘Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



History is about people, cultures and places of the past. Knowledge and understanding of the past helps people to understand the present.

Sacred Heart Catholic Primary & Nursery sets high standards in all areas ensuring its children are provided with the firm foundations and key skills needed for the challenge of the future.

At Sacred Heart Catholic Primary School we aim to provide our children with a history education that prepares them to leave Sacred Heart as inquisitive, resilient, analytical people ready for the next learning phase. To understand how they can use the History skills and knowledge in everyday life and why it is important to know and understand how history has shaped our lives today. By considering how people lived in the past, they are better able to make their own life choices going forward.

Our history curriculum provides the foundations for our children to lead their learning with an enquiry-based approach, collaborating with their peers, and exploring a range of historical artefacts, civilisations and events. It will encourage our children to unleash their natural curiosity and support their understanding of the differences in the lifestyles that people have lived over many centuries and millennia. We aim to provide our children with this understanding through high-quality teaching and learning experiences, both in and out of the classroom. Our full and rich curriculum will ensure that every pupil will make excellent progress in History.

Our children will develop a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. We will ensure our children are proud of their heritage and who they are, are secure in their historical understanding and know how what they can achieve through developing their historical knowledge and skills.

High expectations underpin our children's learning. Promoting the development of their historical skills and vocabulary will strengthen their learning and allow children to explore at a deeper level, articulate their learning and to develop their history subject knowledge through the application and refinement of a wide range of enquiry skills.

Intent

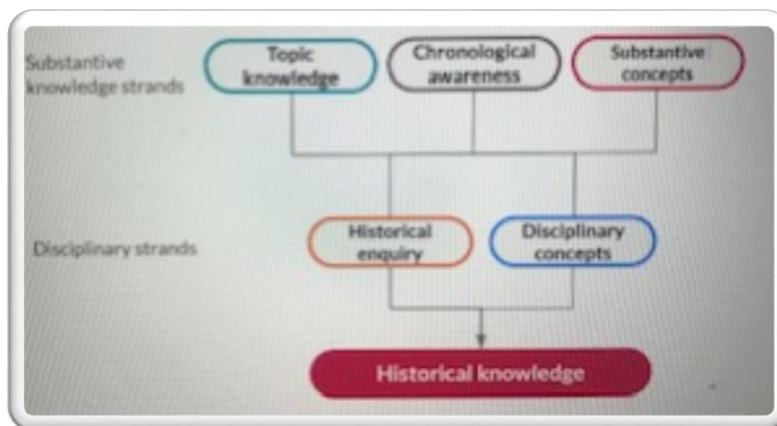
Our History curriculum is designed to:

- Develop children's historical knowledge and skills.
- Develop inquisitive individuals who collaborate and co-operate and can solve problems, seeing failure as an opportunity to learn.
- Develop pupils who care about and respect the world around them.
- Ensure pupils have high aspirations.
- Develop a love of history.
- Develop children to be proud of who they are.
- Give equal opportunities – removing barriers to learning in history, regardless of starting points
- Inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.
- We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

- Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.
- Support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.
- We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.
- In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.
- It enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world, Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, Kapow History have identified the following key strands:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including

historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the scheme, enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

IMPACT

The impact of the History scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes opportunities to assess the children against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

Children should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

Principles.

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.

EYFS.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for History.

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

Throughout the 2023/24 academic year EYFS will be taught History via teacher lead activities and the KAPOW History activities as they are made available.

The school will follow the 2014 National Curriculum Programmes of Study;

Key Stage 1:

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
- 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 should 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 civilizations
- 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

How the curriculum will be delivered?

Delivery of units will be planned using the school's scheme of work. According to theme, age range and abilities involved. There will be a combination of;

- linked curricular work and subject specific activities;
- group work;
- individual work;
- class visits to historical sites;
- visitors and outside agencies.

Resources to support work include;

- artefacts and museum loans;
- documents and archive material;
- video/DVD/audio material;
- ICT software and websites;
- posters, paintings and photographs;
- newspapers;
- library books and project loans.

Knowledge organisers will also be used to support learning. The knowledge organisers will be used to quiz the children regularly about the key vocabulary and their key understanding about what they are studying.

History working walls will also be used to support children's learning. The working walls will contain;

- Prior learning from previous year groups
- Key Vocabulary with explanations
- Timeline of period studying.
- Images of the period studying including artefacts.
- Examples of good historical questions.
- Children's learning.

Wherever possible, pupils will take part in visits to sites of historical interest as indicated by the enrichment plan for the school year.

The learning objectives for the units of work cover knowledge and understanding, subject specific skills and key skills. In this way, in addition to teaching the specific aspects of the curricular area, teachers use the subject as a vehicle for reinforcing work in English, Mathematics and ICT whilst developing opportunities for key aspects of learning such as speaking and listening, problem solving and collaboration.

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. 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 timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Religious Education.

Within each unit of study there will be an objective relating to religious education. The children will have the opportunity to discuss the impact of historical events or significant people on religious beliefs and on how religion has developed over the years.

Computing.

Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using 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. 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.

Assessment.

Children have specific objectives which the progressively planned units are planned against ensuring a spiral schema. These are focused on the KPI's for History. Teachers use these objectives to assess children's disciplinary and substantive knowledge. This assessment will then feed into the schools online assessment system on Sonar where children will be assessed against 4 criteria; working below, working towards, working at or working above expectations. Teachers will judge which description best fits the pupil's performance. Assessments are tracked so that progress and attainment can be reviewed and acted upon throughout the year. This information also informs the termly Leadership report written by the History Co-ordinator each term and is shared with governors.

Before the children begin a history topic they will create a mind map /concept map. This will help inform the teacher's planning by helping teachers to target teach groups and individuals. The pre learning tasks will also give the children the chance to think about questions they would like to learn or investigate during the topic. This will then form the basis for their own home learning projects. They can investigate, research and record their question in any way they like and then they will be given the opportunity to present their findings to the rest of the class. At the start of each lesson as part of a recap and review and at the end of a history topic, the children complete learning challenges which will guide the teacher's assessments.

Inclusion.

To ensure all pupils, irrespective of ability, disability, gender, race, culture or creed, make progress in history; Staff provide appropriate ways for pupils to access different ideas by;

- amending the scale of information to be accessed;
- increasing the level of support;
- using different/relevant resources such as ICT aids; use of scaffolding; use of additional adults.

Staff are encouraged to challenge the more able pupils by;

- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;
- raising expectations about how they might communicate their ideas.

Health and Safety.

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information please refer to the Health and Safety policy, the Risk Assessment file and Educational visits file, all of which are kept in the Head teacher's Office.

Monitoring and Evaluation.

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Senior Leadership Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of children's' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the Subject Action Plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or before if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE.