

*Through God's grace a community growing in knowledge
and understanding*



St. Laurence Catholic Primary School

History Policy

Introduction

The past influences all aspects of our lives and it shapes the customs and beliefs of the communities to which we belong. History at St Laurence Catholic Primary School enables children to study and explore the human past, and the processes that they go through when researching and communicating their findings. It should equip children to think critically, understand cause and consequence and appreciate their place in the world as it changes.

Aims

History at St Laurence Catholic Primary School aims to:

- Develop a sense of time, placing events, people and changes within a chronological framework, using appropriate vocabulary;
- Acquire knowledge of the characteristics of people living in particular periods, including their attitudes and beliefs and their social, cultural, religious and ethnic diversity;
- Analyse reasons for/results of events studied, making links across and between periods;
- Identify different ways in which the past is represented.
- Examine, compare and interpret different sources of information;
- Encourage children to pose and answer historical questions, using appropriate vocabulary;
- Encourage children to communicate their knowledge in a variety of ways.

Teaching objectives

At St Laurence Catholic Primary School, the History curriculum will achieve its aims by:

- Allowing the children to study a range of times, places, people and events, including their own past.
- Giving the children opportunities to study in a variety of ways, including: practical activities, investigations, curriculum displays and first-hand experience through fieldwork, visits and workshops.
- Fostering a sense of enquiry in all pupils, encouraging them to ask appropriate questions about the people, places and events they study.
- Using, and encouraging the children to use, subject specific vocabulary in the correct contexts in their spoken and written work and in displays.

Curriculum Organisation

History is taught through topics within the International Primary Curriculum. However, teachers are encouraged to make links with other areas of the curriculum wherever possible to enrich the children's experience.

History is taught to each key stage:

- In the Foundation Stage, it is integrated into the curriculum, planned under the Learning Goal 'Knowledge and Understanding of the World' (see Early Years Policy);
- In Key Stage One and Two History is taught within different IPC units of work. Teachers will plan a 2 year rolling programme and ensure that historical knowledge and skills are taught in line with the National Curriculum guidance through the IPC and other learning opportunities e.g. English and RE.

History is taught by the class teacher to a mixed ability class on a two year programme thereby ensuring that every child receives the full curriculum within the appropriate key stage. This does not include Reception who have an annual curriculum.

Continuity and Progression

Continuity is the persistence of significant features of historical education, allowing children to build upon their knowledge and understanding.

- Throughout their History work, children will use the same specific vocabulary, adding to this as they progress through the school;
- Throughout the school, questioning will follow a similar structure ensuring that children can focus on the historical content.
- When topics and ideas are introduced, references will be made to past learning in previous years, for example exploring family history in the Foundation Stage and children's knowledge of timelines in Key Stage 1.

Progression is concerned with advances in pupils learning. Each topic the pupils learn about will build on the generic skills of enquiry as they move through the school towards Key Stage Three.

- Progression in History will be evaluated by the increasing depth of studies and the development of pupils' reasoning skills when backing up judgements;
- Some children will be working at levels above or below others of the same age. These children will progress at their own rate; teachers providing a range of differentiated activities to optimise each child's opportunity to progress at a pace and content which is suitable for the individual child.

Entitlement

History at St Laurence Catholic Primary School will be taught through the specific IPC topics that focus on the National Curriculum 2014 learning objectives set out as follows:

In the Foundation Stage, all children will be given opportunities to:

- Study the concepts of old and new;
- Recognise that they have a past, and that changes can occur as time passes;
- Find out about people they know, and their past.

- Ask historical questions about people and objects to find out more information such as "What is it like?" and "What is it used for?"

In Key Stage One, all children will be given opportunities to develop their understanding of:

- 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

In Key Stage Two, all children will be given opportunities to develop their understanding of:

- 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 non-European society that provides contrasts with British history –

Resources

- Resources are kept in the Resource Room in topic boxes, and are fully accessible to all staff. An audit of History resources will be maintained by History subject leader.
- It is the responsibility of the subject leader to order, maintain and evaluate the effectiveness of the resources. It is the responsibility of the class teacher to use them appropriately, return them to the correct place and advise the subject leader of any breakages/loss;
- ICT opportunities have been identified in each unit of work. Software purchased for the subject is noted on the resource list and installed on the network server

Planning

- The curriculum map (located in the History file) is planned by the subject leader, whose responsibilities

include ensuring that the taught elements of the IPC topics are providing the children with the suggested range of progression within the National Curriculum programmes of study.

- It is then the class teacher's responsibility, with guidance from the subject leader if necessary, to fit these schemes into their medium term plans, consulting and following the School's Curriculum Map;
- The History content of the Foundation Year will be planned in accordance with the Early Years Policy.
- Any changes to the curriculum should be discussed with the subject leader before they are put in place to ensure progression and coverage continue to be fulfilled appropriately.

Contribution to other areas of the school's curriculum

R.E.

Through seeking to understand others' lives, the concept of cause and effect, and stimulating curiosity about different cultures and peoples, History helps children develop a sense of identity and an increased understanding of their place in the world.

English

Through activities such as writing frames, descriptive work, empathetic writing, non-fiction reports, reading texts, role play and drama, History makes a contribution to the delivery and development of children's literacy.

Maths

Using chronological sequencing and the vocabulary of passing time in a historical context studies contribute towards pupils' mathematical subject knowledge.

ICT

Through the use of ICT equipment to investigate, share and record historical information, the children develop and reinforce their ICT skills and computing skills.

Assessment. Record Keeping and Reporting

- Work will be assessed and marked in line with the school's Marking Policy;
- Samples of work from both key stages will be collected by the subject leader, to contribute to a school portfolio held within the subject leader's file.

Health and Safety

- Teachers will be aware of the school policy for Health and Safety when carrying out work connected with History, especially when on visits and undertaking fieldwork;
- Teachers will make children aware of how to handle resources appropriately.

Equal opportunities

As pupils are taught about different periods and societies, and their ideas, beliefs and attitudes, it is important that the teaching of history reflects this understanding of the different experiences of men and women, different social, cultural, religious and ethnic diversity.

Community Links

History at St Laurence promotes the study and understanding of local sites (such as King's College Chapel) and uses local resources to enrich the curriculum (for example, The Folk Museum and The Fitzwilliam Museum). The school uses established links with individuals and organisations such as the University of Cambridge to develop learning. Individuals from children's families are invited into school where appropriate should they feel able to contribute either professionally or personally to a topic.

Monitoring

The subject leader, in consultation with the Headteacher, monitors children's books across all Key Stages.

Professional Development

Appropriate opportunities to be identified by subject leader, according to the needs of the staff and curriculum. Information received at termly subject networking meetings is passed onto all teaching staff through presentations at staff meetings.

Evaluation and Review

Reviewed by Learning and Achievement committee February 2016
Policy Reviewed: January 2016
Next review due: January 2019

Policy Name: History

Policy Date:



EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)		
	• Disability		
	• Sex		
	• Gender reassignment		
	• Pregnancy/maternity		
	• Race (which includes colour, nationality and ethnic or national origins)		
	• Sexual orientation		
	• Religion or belief		
	• Marriage / civil partnership		
2.	Is there any evidence that some groups are affected differently?		
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?		
4.	Is the impact of the policy/guidance likely to be negative?		
5.	If so, can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		

Equality Impact Assessment carried out by:

Date: