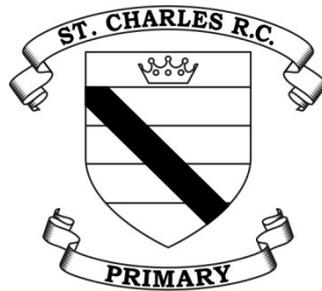


# St Charles RC Primary School

## History Policy

2016-17



## CHRIST IS AT THE CENTRE



**C**ompassionate  
**H**elpful  
**R**espectful  
**I**nclusive  
**S**haring  
**T**ruthful



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## History Policy

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*Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.*

*We aim to pass on the faith we share in partnership with you.*

*We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.*

*We take pride belonging to St. Charles RC Primary School.*

### **MISSION STATEMENT**

**As a family of God, we love to learn and learn to love**

### **Introduction**

History is the study of people and events from the earliest societies to the modern age. History teaches pupils how past events have influenced modern societies and also develops skills of investigation and research, based on the evaluation of evidence.

The children will be taught History following the directives of the National Curriculum.

### **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils'

curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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 the challenges of their time. (National Curriculum)

## Aims

- To enable children to ask and answer questions about the past.
- To develop research and interpretation skills using a range of media and artefacts.
- To develop a sense of chronology and use of historic terms.
- To enable children to communicate their knowledge and understanding of History in a variety of ways.
- To study History from a variety of perspectives e.g. political, social, economic, with an awareness of the background and cultural heritage of all pupils.
- To identify reasons for historical events.
- To consider how and why some aspects of the past have been interpreted differently.
- To teach historical knowledge.
- To support or provide a means of enriching other areas of the curriculum.

## The National Curriculum Aims for History

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.

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Equal Opportunities, Inclusion and SEND**

All children in St Charles RC have an equal right to study History. To ensure this, work may have to be differentiated in order to respond to pupils' diverse learning needs. Suitable resources should be made available where necessary to overcome potential barriers to learning for individuals and groups of pupils.

### **Time Allocation**

In KS1 History is not always taught as a discrete lesson but as part of a wider ranging topic. Time allocations will vary. In KS2 between 20 and 30 hours of teaching time will be allocated to History.

### **Early Years Foundation Stage**

Early Years Foundation Stage History is incorporated in 'Knowledge and Understanding of the World' underneath the heading of 'A Sense of Time'. In this area of learning, children are developing the crucial knowledge, skills and understanding that help them make sense of the world. This forms the foundation for later work in 'history'.

Specific points covered across the curriculum are:

- Remembering and talking about significant things that have happened to them.
- Showing an interest in the lives of people familiar to them.
- Beginning to differentiate between past and present.
- Finding out about past and present events in their own lives, and in those of their families and other people they know.

History is not taught as a separate lesson but is covered during planned cross curricular topics. Opportunities are given to allow the children to:

- Handle and talk about artefacts, pictures and photos
- Compare old and new photos, artefacts etc. and look for clues that tell us how we can tell the difference.

- Look for information in a story that indicates when the events took place.
- Compare buildings and environmental features and decide which are older/newer.
- Talk about older people in their families and the locality.
- Explore, talk about and sequence events that have occurred in their families before and during their own lives.

### Early Years Foundation Stage Resources

- Resources brought in from home by pupils, e.g. photographs, artefacts, books.
- A variety of books on relevant topics.
- The local area is used as a valuable resource.

### Key Stage 1

History in Key Stage 1 is about the recent and distant past, events and famous people from Britain and overseas. It also covers change, comparing life today and in the past. Children are introduced to the skills needed for enquiry, communication ideas and time vocabulary.

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.

## Assessment

By the end of the key stage, most children will be able to:

- Speak or write about familiar or famous people they have studied, using time vocabulary.
- Compare their own lives with those of a person from the past.
- Identify contemporary sources of information, e.g. diaries, paintings, artefacts etc.
- Find out about the past by asking and answering questions.

## KS1 Resources

- BBC DVDs
- A variety of non-fiction books to support the different topics
- Artefacts (staff and own)
- Picture and poster packs
- Visits to local museums

## History in KS2

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

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

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

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

This could include:

- 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
  - 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

- the changing power of monarchs using case studies such as James I 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) in later periods in British history, including the present day
- a significant turning point in British history, for example, the Norman Conquest or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where the first civilizations appeared and a depth study of one of the following: 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.

### **Assessment:**

- Find out about the past by using a range of information sources, printed, ICT, artefacts etc.
- Offer some explanations for the different ways in which the past is represented.
- Discuss an event or person from the past; explain the reasons for an action or event and any outcomes.
- Describe the contribution made by people, events and developments to British and World history within the period studied.
- Record their knowledge and understanding of the past in a variety of ways using dates and historical terms.
- Make comparison between studied periods.

### **KS2 Resources**

- Picture, poster and photograph packs.
- A variety of books are available in the school library.
- BBC DVDs and related resource books.
- Ginn and Heinemann books for class use.
- Artefacts (schools and staff's own).
- Visits to local museums and places of historic interest.
- The School's Library Service is used to supply books.
- ICT supporting research skills, using the Internet and CD Roms to access information.

### **SEND and Inclusion**

There are children of differing abilities in all classes at St Charles RC Primary School. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Gifted children will be identified and suitable learning challenges provided. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas.

We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. Work in Literacy takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using I.C.T., other technological aids and recorded materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

### **Equal Opportunities**

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.