

Introduction:

At Margaret Roper Catholic Primary School, we are committed to delivering children learning experiences within the subject of History. This policy sets out a framework for teaching and non-teaching staff and gives guidance on curriculum, planning, teaching and assessment.

History is the study of real events that have taken place in the past, whether it be a thousand years ago or last week. People are crucial to this subject as it is their actions and their reasons for them that have changed history. It is about changes that have occurred and what caused them and the consequences of these changes. History is about relationships between the past and present. The subject allows for different skills to be developed. Historical enquiry is widely explored, and applications of everyday life and historical awareness helps promote responsible citizenship.

Aims:

The aim of History at Margaret Roper Catholic Primary School is to stimulate children's interest, curiosity and understanding about the past. Through our curriculum we aim to explore the history of Great Britain and the wider world. We teach children a sense of chronology and this helps develop a sense of self identity of the world they now live in. We aim to ensure children think critically about evidence and develop their own opinions using historical knowledge.

The aims of teaching history in our school are:

- To encourage in children an interest in the past and develop an understanding that allows them to enjoy the history topics we teach.
- To allow children to know about significant events in British history, appreciate how things have changed over time in Great Britain and understand how Great Britain's history has influenced the wider world.
- To develop a sense of chronology and develop an understanding of how they fit into the framework of the past, present and future.
- To recognise and understand how the British system of democratic government has developed and how this has helped citizenship and the society we have today.
- To understand how Great Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical developments in the wider world including ancient civilisations and non-European societies.
- To develop children's skills of enquiry, investigation, analysis, evaluation and presentation.

- To gain and use historical vocabulary and apply this to different pieces of writing in the correct context and chronological order.
- To understand historical concepts such as change, cause, consequences, similarity, differences and significances and use these to help make connections and contrasts. Children then can create historical enquiry questions and develop their own opinions on a period, event or concept.

Curriculum:

The history curriculum within Margaret Roper Catholic Primary School follows the Kapow scheme of work. This scheme links closely to the National Curriculum (2014) which helps provide further guidance by outlining the subject content that should be taught within each key stage. The history taught in Reception is guided by the Early Years Foundation Stage document. The whole school plan aims to ensure learning is progressive and that historical skills, attitudes and methods of working are central to the education of the children. It is important that links are made between aspects of history periods so that children's knowledge is not episodic, and they have good chronological understanding.

Early Years:

Within Reception, history is taught through a topic or book based theme which is child-initiated and has adult led activities. History is covered by the Early Learning goals specified in Understanding the World. Children are given the opportunity to discover information about past and present events in their own lives as well as family members and people they may know. In Reception, history makes a significant contribution in developing children's understanding of the world through exploring a variety of activities such as looking at pictures of famous people in history and understanding concepts of old and new. Historical vocabulary is introduced and explored through discussions, listening to stories and raising questions about the topic themes and events covered.

Key Stage 1:

During the Key stage 1 curriculum, children learn about significant men and women in history which link to key events from recent to more distant history in Great Britain and the Wider World. Children begin to learn about people's lives and their lifestyles in different periods. Children listen and respond to stories and use a variety of sources to help them ask and answer questions about their historical learning. Children develop their understanding of how the past is different from the present.

Key Stage 2:

During the Key Stage 2 curriculum, children learn about significant people, events and places from recent and more distant history. They develop their understanding about change and continuity in their own area, Great Britain and other parts of the world. Children start to look at history in a variety of ways such as political, technological, social, cultural and economic perspectives. Children are given the opportunity to explore and use a variety of different sources to help them investigate the past, use dates and historical vocabulary to describe events and understand about people and developments in a period. Children also learn that the past can be represented and interpreted in a variety of ways and discuss the reliability of these representations.

Planning:

At Margaret Roper Catholic Primary School, we use the Kapow scheme of work as the basis of our planning for the curriculum and it is adapted to meet the needs and locality of the school. As a school we ensure that there are opportunities for all children to develop their skills and knowledge in each unit and we build planned progression in the scheme of work.

As a school, we carry out curriculum planning in three phases, long term, medium term and short term. The long-term planning maps out the history topics studied each term over the year in each year group. The history subject leader works this out in conjunction with the other teachers in each year group. As teachers, we try and link historical topics with other subjects to make the learning more meaningful to the children. These links must be strong to ensure the learning is purposeful and children can make the links in their own knowledge and use it across the curriculum.

As the basis of our medium-term plans, we use the Kapow scheme of work which allows us to see the details and objectives of each unit taught each term. The history subject leader keeps and reviews these plans on a regular basis to see if they are taught in the appropriate year groups. As this is a new scheme of work, teachers are starting to develop their own medium plans based on the Kapow scheme of work.

The class teacher is responsible for the short-term plans of history as these consist of what is taught. Each lesson consists of a WALT to meet the objective of that lesson and part of the curriculum.

Teaching and Learning:

At Margaret Roper Catholic Primary School, we use a variety of teaching and learning styles in our lessons to encourage the children to think like historians. Our key aim is to develop children's knowledge, skills and understanding and we use a variety of methods to achieve this. As a school, we believe that all children should be exposed to the learning, so we

therefore believe in the whole-class teaching method and combine this with other methods which encourage enquiry-based activities and learning. We feel that children learn best when:

- They have access to and can handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary resources such as books and photographs and can use these to complete research.
- They listen to and interact with stories from the past.
- They discuss with their families and older friends about changes in their own and other lives.
- They use drama to act out past events.
- They are shown or use independently, resources from the internet or videos.
- They are provided with opportunities to work independently or collaboratively to produce a variety of work, ask and answer historical questions.
- They participate in historical days and weeks such as black history month and Victorian day.

Assessment:

During the planning stage, clear objectives are set, and activities are matched to form part of an assessment. These activities play a part in the planning process of future activities and differentiation.

Class teachers assess the work and activities children complete as well as observations and discussions they have had. Assessments are also conducted at the beginning and at the end of the topic through the idea of the 'knowledge catcher'. The assessment piece could be a writing, artwork, or a question. Quizzes are also conducted at the end of each topic in the style of multiple-choice questions. These will help form the overall assessment for the whole topic. At the end of each topic, shaded sheets will be recorded for the class to determine which children are below, working towards, expected and greater depths. For on-going assessment for past topics, a new idea of lessons starters will be introduced called what did we learn last year, last term and last lesson? This will consist of three questions children will have to answer in their books before the main lesson begins. This will help children retain past knowledge and keep it fresh in their mind. At the end of each academic year, a report is sent home to parents which indicates whether a child has met standards in history.

Monitoring:

The history subject leader is responsible for monitoring standards in the children's work and the quality of history teaching across the whole school. This is completed through lesson observations; book scrutinises and interviews with the children. It is also the responsibility of the history subject leader to support other teachers in their teaching of history through CPD where necessary and audits, be informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Resources:

There are a variety of resources available for many of the history topics taught such as maps and photographs. There are also local organisations that organise historical resource boxes to be sent and contact lists have been written that are available to teachers to organise these for their topics. There is a good supply of topic books in the classrooms and library available for the children to use. We use a wide range of websites which are child friendly to support the children's historical learning and enquiry. A wide range of trips are organised to support the history curriculum and it is suggested that at least 1 trip per year has a history focus. It is also suggested if a trip can not be organised, an outside speaker can come into school and provide specialised historical learning.

Review: April 2024