

All Saints Catholic Primary School

History Policy

Reviewed November 2020
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History Policy @ All Saints

Purpose of Study at All Saints

At All Saints Primary School, we aim to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and our place within it, so that pupils develop a sense of cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

Making History Relevant

It is our intention at All Saints Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping the children to ask searching questions about the information they are given in order to understand the past. We ensure that areas of history are investigated in detail to avoid stereotyping the past. When, for example, studying Florence Nightingale in Year 2, we also give equal weight to studying Mary Seacole, a British-Jamaican business woman and nurse who set up the "British Hotel" behind the lines during the Crimean War. We ask why one became famous and the other has been relatively ignored. We encourage children to think through moral and ethical questions. When, for example, studying the Transatlantic Slave Trade, we respond to children's questions about "Were there any good slave owners?" by encouraging and facilitating discussion and debate. Our aim is to empathise with people in the past in an attempt to explore and understand. In doing so, we encourage children to develop in-depth critical thinking that they can apply to modern day events.

Making use of our locality and wider links

At All Saints Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary resources on our doorstep.

These include:

- The school itself – using school log books and photos
- Our local town of Thirsk - from shopping in the 1930s to the busy market place 1916-25. The story of Thirsk goes

back 1500 years.

- The east coastline
- York City
- James Herriot - History of farming
- Regional sites with significant links to Anglo-Saxon, Roman and Viking periods etc.

We also make use of local museums and art galleries as well as regional museums and centres of education. Going on trips out, and inviting history specialists in, are key to providing a rich and valuable historical experience and knowledge base for children.

Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in our Key Skills Progression Chart and in a series of history 'knowledge organisers'.

The knowledge organisers detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The key dates/ timeline and important figures in history for the period studied
- The associated key vocabulary children are expected to learn and understand

Our curriculum has been developed through subject development meetings involving discussion by members of the teaching staff from all year groups, from EYFS to Year 6. It is rooted in a solid consensus of the school's teaching staff. This in-depth process ensures that it is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

Implementation

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, build a chronological framework, make comparisons across time periods, understand the cause of significant events and understand their consequences as well as scrutinising the validity of evidence and relating history to their own lives. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships. At the beginning of all units, children will look back at time periods studied previously. This encourages them to build on their chronological framework and see every unit in the wider context of time. In history, children are taught the same historical skills throughout the school but the skills are applied to a variety of different time periods. In terms of evidence, the same question will be applied to different sources such as artefacts, pictures/paintings, written accounts as to whether they are a reliable source. Children are encouraged to ask a variety of questions on one particular subject whether that be a piece of evidence, an event or the time period in general.

History units are applied to these key skills:

- Developing a chronological understanding putting the time period in context with those previously studied. Connections are constantly being made in history lessons and units. Whether that be between time periods previously studied or to the present day.
- Understanding the cause or consequence of a significant historical event
- Understanding what has changed and stayed the same since a time period
- Understanding the impact of a time period on our lives today
- The opportunity to ask historically valid and deep questions
- Analysing evidence and questioning its validity

History in the Foundation Stage

History in the foundation stage is taught under the umbrella of 'Understanding The World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. In history the children work towards achieving the Early Learning Goals, 'People and Communities':

- (DM) Remembers and talks about significant events in their own experience.
- (DM) Recognises and describes special times or events for family and friends.
- (ELG) To talk about past and present events in their own lives and in the lives of family members.
- To talk about past and present events in their own lives and in the lives of family members.

Impact

The impact and measure of this is to ensure that children at All Saints are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

- Children will know more, remember more and understand more about History.
- Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
- The large majority of children will achieve age related expectations in History. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future

Presentation in books

History work will be completed in topic books - presentation and feedback will be in line with the whole school Teaching and Learning Policy and the Marking, feedback and presentation policy.

Equipment and Resources

There are sufficient resources for all History teaching in the school. The library contains a good supply of topic books and the iPads are available for software and internet links.

Knowledge Organisers

Children have access to key knowledge, language and meanings to understand History topics.

Working Walls for History

Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History. Children's work will be celebrated within these displays.

Subject specific vocabulary

Identified through knowledge organisers and working walls and highlighted to the children at the beginning of lessons and revisited regularly to support the children's long term memory.

Whole school timeline

Show where the children visit in History throughout school. This records all previous history learnt and enables children to put new learning in the context.

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work the teacher marks the work using whole school policy. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum.

Equal Opportunities

It is the responsibility of all teachers at All Saints Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the History curriculum and make the greatest possible progress.

SEND

At All Saints Primary School we teach history to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Provision Maps (IPMs). Teachers take account of the three principles of inclusion that are set out in the National Curriculum: Setting suitable learning challenges. Responding to the diverse learning needs of pupils. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Downloads and Links

https://docs.google.com/presentation/d/1AbnaQwtNy6HHomVRXwboWo8luyQ37_2V/edit?rtpof=true

<https://docs.google.com/presentation/d/1YbY8XEwtaYeDaQqG-QB4QtdbYmBwLdAC/edit?rtpof=true>

<https://www.history.org.uk/primary/resource/3620/primary-topic-websites>

<https://besthistorysites.net/general-history-resources/>

<https://schoolshistory.org.uk/topics/great-resources/>

<https://www.visitthirsk.org.uk/pages/history.php>

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