

St Joseph's Catholic Primary School, Jarrow



In God's love we learn and grow

History Policy

Start Date:	Review Date:	Adopted:
Summer 2023	Summer 2025	Summer 2023



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Introduction

At St Joseph's Catholic Primary School, we teach our children holistically, teaching the 'whole child' not just academically, but socially and emotionally, building strength of character, resilience and determination.

We empower our children to explore, learn and take risks through inspirational teaching delivered in a safe, nurturing environment. We challenge our children and each other to try things that haven't been done before, to be the very best we can. This pioneering spirit is celebrated within our school. Pushing oneself and the boundaries in a safe environment gives our children a sense of discovery, inquisitiveness, adventure and integrity.

Our aims for teaching History at St Joseph's are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts

Rationale

Intent

At St Joseph's Catholic Primary School, all pupils are given access to the past through the delivery of our creatively structured curriculum, which inspires their curiosity to know more about the past. By the time they leave primary school, children need to have knowledge about the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry. Children need to be able to use history to understand the world and society today and make links to British values.

We aim to provide our children with an exciting, relevant and challenging curriculum. Through outstanding teaching of the creative history curriculum, we strive to allow our children to develop a positive attitude towards becoming confident historians through the three domains: historical knowledge, historical concepts and historical enquiry.

The wide range of topics, based on the History National Curriculum, allows us to teach aspects of history from the Prehistoric Era, to events post 1066, as well as events leading us to the present day. By the end of KS2, children have a clear, concise and chronological understanding of history that has happened before them, and can confidently articulate the place history has in their own lives. Our curriculum is designed to give the children a seamless transition to the KS3 curriculum as the design of our primary curriculum was designed alongside our secondary colleagues within our Trust.



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Implementation

Teaching of history equips pupils to ask perceptive questions, to think critically and develop perspective and judgement. Throughout their time in primary school, pupils build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units, as well as making modern links to themselves. They are given opportunities to investigate local history as well as learning about and interpreting the past using a range of primary sources. Topics have been carefully selected to support the teaching of chronology, so children are learning sequentially – being able to build their own timeline of history as they progress through our school.

Through our creative history curriculum, pupils have excellent opportunities to develop their historical knowledge through creative and engaging teaching and learning experiences, including visits and workshops. They do this through exploring and understanding important aspects of local, national and world history and the key events and chronology of cultures other than their own to enhance learning.

We intend for our children to be able to apply their historical knowledge across all the curriculum and within their daily lives, making cross-curricular connections to other subjects, primarily maths and English. By implementing a high-quality history curriculum, we strive to inspire pupils' understanding of people's lives, change, diversity and relationships between different groups.

Impact

We believe our children will:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Think critically
- Develop perspective and judgements about historical events
- Understand society over time
- Enquire historically using evidence to support their claims
- Be able to place historical events on a timeline
- Compare their lives, to those who come before us

General Curriculum Overview:

EYFS

As Nursery and Reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in History and gaining the concept of past and present in relation to their own lives.

Early Years	Topic
Nursery	'When I was a baby' 'Significant people in the past'



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Reception	'Technology through time' 'Significant people in the past'
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Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information (including paintings, artefacts, reports) to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 1	Topic
Year 1	Toys through time (Victorians) Women in History (Grace Darling and Florence Nightingale)
Year 2	Comparing Queens (Elizabeth I, Queen Victoria, Elizabeth II) Great Fire of London

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Key Stage 2	Topic
Year 3	Ancient Greece Stone Age to Iron Age
Year 4	Ancient Egypt Romans
Year 5	Anglo-Saxons and Vikings Early Islamic Civilisation



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Year 6	Conflict through time Crime and Punishment
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Planning and Resources

As part of our school being part of the Bishop Catholic Chadwick Education Trust (BCCET), teachers use wider trust planning documents to plan the content of their lessons. The lesson content and sequence was devised by both primary and secondary History specialists. In addition the school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history as well as acquire historical skills as stipulated in the National Curriculum. We believe in whole-class teaching methods combined with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so staff adapt lessons to provide suitable learning opportunities for all children. We achieve this through a range of strategies whether it is using adapted resources or providing additional TA/adult/peer support.

Assessment

From KS1 onwards children are introduced to formative assessment at the end of each topic. In KS1 they are introduced to a 'Knowledge Retrieval Quiz' where children are given multiple choice questions to assess their knowledge. In KS2 children complete both 'Knowledge Retrieval Quizzes' and a longer writing task which draws upon all previous learning. These assessment tasks, as well ongoing formative assessments, provide teachers the information they need to be able to decide whether the child is 'working towards', at the 'expected level' or working at 'greater depth.'

Equal Opportunity

At St Joseph's Catholic Primary School, all pupils, irrespective of their faith and background, are encouraged to take a full and active part in all History lessons and activities. Furthermore, all teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum.



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There are opportunities for all able pupils to develop and extend their understanding of the different topics and themes.

Inclusion

Children with special educational needs are taught the full History curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in History lessons. Where some children are taken out of class for extra, tailored intervention during History lessons, in accordance with their particular care package or targets, efforts are made to ensure that they catch up on any History content missed. More able pupils will be given relevant opportunities and challenges in class to extend their understanding. Tasks and resources will be adapted if necessary to help children succeed in reaching their potential.

Monitoring

The implementation for the History policy will be monitored in reference to the school Quality Assurance document. These will be through a 4- or 5-lens approach, and will include scrutiny of History books to ensure coverage across the phases and progress, as well as looking at data and discussing History with pupils. This will be implemented by SLT and the History coordinator.