

Holy Family Catholic Primary School

The Rosary Trust

History Policy



HISTORY POLICY DOCUMENT

MISSION STATEMENT

This policy has been written in line with the School's Mission Statement.

*'In our Catholic School, with God at the centre of our lives,
we offer every child a high standard of education.
We meet individual needs, in a caring and loving community,
which celebrates our faith'.*

.....Living, Loving, Learning, Together with Jesus.....

INTENT

At Holy Family School we aim to offer a high-quality history education that inspires pupils' curiosity about the past. This will equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim for our history curriculum to help pupils to appreciate the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Children will gain a sense of their own identity within a social, political, cultural and economic background.

At Holy Family School, we are teaching the National Curriculum; studying a range of historical periods, such as the Ancient Egyptians, Greeks, the Romans, Saxons and Vikings and the Tudors. Generally speaking, the curriculum is arranged in chronological order, so that the lower key stage 2 children learn about ancient civilizations of the past, and upper key stage 2 children study more recent times.

SUBJECT CONTENT

EYFS

An appreciation of history starts in EYFS where the children learn about their families, toys old and new. They learn about different countries and their foods, music and traditions. They use 'In the Moment' to explore a variety of things that help them understand their world - past and present. This makes a significant contribution to the EYFS Development Matters objectives of developing a child's knowledge and understanding of the world.

KEY STAGE 1 AND 2

	Autumn		Spring		Summer	
Year 1	Who am I? Where am I from? Who flew the first kite?	What does a poppy show? What makes the Polar Express go?	Geography focus	Who lives in the castle?	Geography focus	Who invented the Hot Air Balloon?
Year 2	Geography focus	Great Fire of London	Monarchy	Geography focus	Geography focus	Explorers
Year 3	Geography focus	The Stone Age to the Iron Age	The Ancient Egyptians	Geography focus	The Romans	Geography focus
Year 4	Geography focus	Anglo-Saxons	Vikings	Geography focus	The Ancient Maya	Geography focus
Year 5	Geography focus	The Victorians	WWI	Geography focus	Ancient Greece	Geography focus
Year 6	Geography focus	World War II	The Shang Dynasty Geographical links	The Shang Dynasty Geographical links	Crime and Punishment Geographical links	Crime and Punishment Geographical links

PLANNING OF THE SUBJECT

We use the National Curriculum programmes of study for history as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We build in planned progression (see attached progression skills sheet) so they are increasingly challenged as they move up through the school.

TEACHING OF THE SUBJECT

In our history lessons, we use a variety of teaching and learning styles and aim for a balance of whole class, group and independent learning. We place emphasis on examining historical artefacts and primary resources where possible, and recognise and value the importance of stories in history teaching. This is an important way of stimulating interest in the past. Our focus is on helping children to understand that historical events can be interpreted in different ways and that they should always ask searching questions about the information they are given.

INCLUSION AND ADAPTATION

In our school we recognise that in all classes there are pupils of widely differing abilities. We aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the learner, providing a broad range of curriculum experiences in a supportive learning environment and hope to motivate and support every learner. By teaching history both discretely and as part of a wider topic, children will have the opportunity to learn in a variety of ways.

All pupils will have equal access to activities and opportunities to practise what they have learnt in lessons, regardless of ability, ethnicity or faith and background. Communication will be valued at all levels of achievement.

ASSESSMENT, RECORDING AND REPORTING

To assess pupils' progress in history, teachers will:

- Gather evidence of what individual pupils know, understand and can do in history and use this to record where they are working in terms of age-related expectations.
- Complete a variety of tasks and will be marked in line with the schools' marking policy.
- Report annually to parents on the age-related level at which they are working.
- Record assessments made on the excel topic sheets.

MONITORING

The subject leader will ensure continuity and progression in the teaching of history through monitoring of the subject area. This will mainly involve book looks as well as pupil interviews, along with reviewing history assessment grids. Governors participate in Governor Days whereby they can see the teaching and learning of history. Responses will be shared with staff and acted upon appropriately.

FIELDWORK AND VISITS

In each key stage we give children the opportunity to visit sites that are local and of historical significance. We also aim to provide children with a range of educational visits to supplement their learning in history and provide them with a context for their learning in this subject. Some examples may be; outside visits including of the local area, Stephen Victrix, Colchester Castle, British Museum or any other relevant visit/ visitor related to topics.

Reviewed June 2024

Jen Rockall

Shared with staff:

Shared with governors:

Review date: June 2027

Holy Family Catholic Primary School
Progression of Skills in History

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	I can make some comments about things from the past. E.g. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	I can sequence a few events or related objects.	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms including: recently, before, after, now, later. I can use past and present when describing events	I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
Continuity and change (during and between periods)		I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Diversity (within a period)		I can point out some similarities and some differences between the	I can describe some similarities and differences	I can describe similarities and differences	I can describe similarities and differences in society, culture and	I can describe and suggest some reasons for	I can explain similarities and differences in experiences and ideas, beliefs and

		ways of life of different people living at the time I am learning about.	between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	between some people, events and beliefs in the period of history I am studying.	religion in Britain at local and national levels.	similarities and differences in society, culture and religion in Britain and the wider world.	attitudes of men, women and children in past Societies.
Cause and consequence		I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
Significance			I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
Using & understanding sources of evidence and	I can pick out information about the past from sources like pictures, objects and stories.	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	
Understanding historical interpretation		I can talk about some of the different ways that the past is recorded or represented. I can name some which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
Communicating ideas in history	I can show my ideas through talk,	I can make labelled drawings, tables, write	I can present my findings about past	In my written work, I try to: organise	My written answers are well rounded and organised	I can select, organise and use relevant information to	

	drawing and emerging writing.	sentences, speak, use drama and use ICT to show my ideas.	using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	produce structured work, making appropriate use of dates and terms.	
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To be used in conjunction with skills assessment sheets.