



# **Star of the Sea Catholic Primary School**

## **History Policy**

**2023 – 2024**

Coordinator: Mr Thompson

Updated: December, 2023

To be reviewed: December, 2024

At Star of the Sea primary school we want all pupils to think like historians. We want them to become curious, lifelong learners and to understand history of the world and of our local area. We want pupils to use primary and secondary sources to find out about history. We want them to know we are creating history everyday so it is meaningful to them. All children will experience history through visits to museums e.g. The North East great museum, a local area, such as Woodhorn Colliery or from visitors such as 'That History bloke'.

At Star of the Sea school, we have agreed Drivers for our curriculum, which impact all our subjects:

*Spiritual - living out the Gospel Values*

*Togetherness - as a Rights Respecting school*

*Ambitious and Aspirational - to reach our full potential*

*Resilient - we never give up*

*Self-belief - striving to succeed with a Growth Mindset*

### **Our History Intent is:**

At Star of the Sea Primary School, we teach History in half termly blocks. 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.

Our curriculum is intended to ensure our pupils have a coherent understanding of history through time. In EYFS and KS1 pupils learn about their own history and history in living memory so that they can understand the concept of time and events in the past before they delve into the past of Britain and the world. In KS2 we teach a local study to give the children an understanding of their own history and the events and discoveries that are local to them.

We also have a focus on significant individuals in history and promote inclusion by celebrating Black History Month.

At Star of the Sea, our History curriculum is designed to provide pupils with opportunities to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, 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. Through history, we aim to foster the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity - our history curriculum represents the ever-

increasing diverse nature of our school and celebrates the historical heritage of our children and families.

As with all our subjects, our subject design interrelates different strands of knowledge:

**Substantive knowledge** represents the historical content that is taught in each year group. In planning, this knowledge is the content we want pupils to know and remember including topic specific vocabulary. In selecting the specific content, we ensure that the historical heritage of our children is studied. Themes are explored in each year group through different historical periods. By highlighting these themes, we are able to ensure that connections are made so that children can easily activate prior knowledge and begin to develop familiarity and confidence, which then supports their future learning within the subject. In history, our themes include:

- Beliefs
- Lifestyle
- Geographical significance
- Trade and Commerce
- Hierarchy & Power

The methods or conceptual frameworks used by historians are represented in our curriculum by the following areas:

- Significance: Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study)
- Evidence: Information gathered from historical sources
- Similarity and difference: Understanding the extent of similarity and difference between different sorts of people – and between people within the same group
- Continuity and change: Understanding that some things change and some things stay the same
- Cause and consequence: Understanding a chain of events and developments
- Interpretations: Understanding how and why interpretations of the past can differ

**Disciplinary knowledge** represents the skills of a historian. This knowledge is drawn from the National Curriculum Programmes of Study and is organised into categories of knowledge and mapped in a vertically integrated progression which ensures opportunities for pupils to build, revisit and deepen their knowledge and understanding.

**Assessment** in History is more than just knowing facts and dates. We assess the pupil's ability to apply their knowledge through our clearly defined outcomes at the end of each unit of learning. This provides information on the children's ability to use and apply new knowledge in a subject specific context.

## **Our Implementation:**

### **EYFS**

In Early Year children learn History by looking and comparing past and present events in their own lives. For example, looking at themselves as a baby in comparison to now. During Nursery and Reception, the children will begin to build foundations of understanding History by developing their communication and language skills, asking questions, recalling, retelling, and using language and vocabulary related to time. It is important that EYFs children can understand and discuss the past and present in their own lives before they progress into KS1. Teachers will support the children by sharing artefacts, books, photographs and having focused conversations.

### **Key Stage 1**

In Year 1 and 2, the History studies fall into the following categories:

- Changes in Living Memory
- Events beyond Living Memory
- Lives of Significant Individuals
- Significant Historical Events, People and Places in their own Locality including Black History Month

### **Key Stage 2**

Throughout Years 3, 4, 5 and 6, children will learn about:

- Changes in Britain from the Stone Age to the Iron Age
- Ancient Egyptians
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- Early civilisations
- Celebrating key figures and events through Black History Month

### **Learning Links**

Our History work throughout the school will investigate how Science, Technology, Engineering and Maths (STEM) has shaped the world for our lives today. Using STEM as a link across all of our History studies allows us to look at a specific area in greater detail. For example, a focus on the building of the great Pyramids in Egypt will link with a study of how the Mayans built their pyramids and were great mathematicians.

## **Local Links**

In addition, our History curriculum draws upon local resources such as museums, local buildings and landmarks, so that our children can make links with the past in their own local environment. We draw upon the expertise of the staff who work in these places to enhance the subject knowledge of the staff and pupils. We have access to the School Library Service who provide resource boxes of artefacts that enhance learning in the classroom and we also draw on the expertise of external providers such as Richard Stevenson - 'That History Bloke'. We have also added two artefacts boxes to provide high quality resources covering the Romans and Ancient Greeks topics and a whole school timeline in the hall is a great resource to demonstrate chronology.

## **Skills**

As well as learning vocabulary, dates and facts, the children will also learn key skills:

- Identifying trusted sources
- Using a timeline to understand when key eras or events from history occurred in relation to each other
- Asking perceptive questions
- Critical thinking
- Developing perspective and judgment

These skills are transferrable, meaning our children can apply them to other subject areas and which will stand them in good stead later in life.

## **The Impact is:**

Within History, we strive to create a supportive, collaborative and inclusive ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our history curriculum focusses on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work. Children will deepen their understanding of the world around them and the events that have shaped their world. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

**Evaluation/review**

There is an annual review of this policy by the History coordinator.

A major review involving all staff will take place every three years.

Policy confirmed by the Chair of Governors and Head Teacher of Star of the Sea R. C.

Primary School on:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

(Chair of Governors)

Signature: \_\_\_\_\_

(Head Teacher)

To be reviewed on: \_\_\_\_\_