



History Policy

Date: September 2018

The child grew and became strong in body, mind and spirit.'
(Luke 2. v40)

Policy
Mission
Statement

'GROWTH...the journey is never ending...'

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

(Luke 2. v40)

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

Aims

History lessons, at St. Peter's, aim to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that all pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. We believe that history should be open to critical interpretation and aim to inspire pupils' curiosity to know more about the past. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History in the Curriculum

A curriculum map has been devised in order to provide a framework for the history taught within our school. The National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The history taught in Reception is governed by the Early Years Foundation Stage document. The whole school

plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of history being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure that children can compare and contrast events and note trends over time. Placing each period of history studied onto a timeline enables children to locate themselves in relation to other periods studied and current events.

Foundation Stage

In Foundation Stage, pupils will:

- Develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- Develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

KS1

In KS1, pupils will study:

- Changes within living memory;
- Events beyond living memory that are significant nationally or globally;
- Lives of significant individuals in the past who have contributed to national and international achievements;
- Significant historical events;
- People and places in their own locality.

KS2

In KS2, pupils will study:

- British history from the Stone Age to 1066. This includes the Stone Age, Romans, Anglo Saxons and Vikings.
- A local history study;
- A British history that extends pupils' chronological knowledge beyond 1066. This includes the Tudors and World War Two.
- The achievements of the earliest civilisations including Ancient Egypt.
- Ancient Greece;
- The Maya civilisation- a non-European society to provide contrast with British history.

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Well-stocked topic and artefact boxes.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events e.g. Viking Day.

Historical Enquiry

There are a number of elements which we recognise ensure effective historical understanding. These comprise:

1) Creating historical understanding

This is through using both primary and secondary sources of evidence.

2) Thinking through history

Children's enquiry includes asking questions; looking at and questioning sources; developing historical understanding (e.g. debate, discussion, empathy,) and creating an understanding of past accounts.

3) Conceptual thinking

- Accounts (interpretation)
- Causation (cause and effect, consequence)
- Chronology (time, sequence, dates)
- Evidence (sources, clues, enquiry)

4) The language of history

The language involved in 'Doing History' gives children the specialised tools they need to understand the past.

Assessment of History – Knowledge, Skills and Understanding

Pupil assessment of their progress in history is related to knowledge, skills and understanding and takes place through question and answer sessions, written work and class discussions. Formal reporting takes the form of teachers providing a series of 'can do' statements related to the skills and concepts developed in lessons.

All staff are provided with clear expectations for their classes with regard to pupil development within history, ensuring that they can plan their lessons to allow for pupil progress across the year and also in readiness for the next year.

History and Christianity

At St. Peter's, children develop an understanding of the important ideas and actions that have influenced our world throughout the ages. They consider issues of personal and social significance and ask questions about the life and actions of people in the past. They develop an understanding of world cultures and stories of the past which are alongside the role that the Bible plays in history.

Health and safety

Fieldwork and site visits are an important part of historical work and school health and safety guidelines will be adhered to at all times.

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