

ST. MICHAEL'S CHURCH SCHOOL
HISTORY POLICY



St. Michael's
Church School

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Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1.0	H Hussain	New Policy	July 2020	July 2022
1.1	H Hussain	No Amends	July 2022	July 2024
1.2	M Pledger	No Amends	July 2024	July 2026

Intent

**"Whatever you do, work at it with all your heart, as though working for the Lord"
Colossians 3:23**

"The intent of our history curriculum is to deliver high-quality lessons that inspire all pupils to ignite their curiosity of the past and act like historians. We aim to provide opportunities for pupils to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, which supports their learning and interest. We want to encourage children to develop a sense of identity through learning about the past. We want to increase and develop their historical skills, concepts, knowledge and attitudes. This will help to embed our values such as compassion and responsibility."

The Importance of History

Our History curriculum has been carefully created to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help support children to gain a coherent knowledge and understanding of Britain's past and that of the wider world'. Through our teaching, historical artefacts and visits, we will aim to intrigue our children to find out more about events and people from the past. Children will learn through real-life experiences, exciting theme days and engage with local organisations and heritage sites to develop their historical knowledge.

The content will be carefully selected and organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned in detail through a medium term plan.

Aims:

- To encourage children to gain a sense of identity through learning about their family, community and the wider world.
- To equip children with the skills to help them understand and interpret the past.
- To use a range of skills needed for historical enquiry and interpretation.
- To arouse an awareness in the past and appreciate the influence events in the past have had in shaping the present.
- To develop and support children's understanding of major events and events in the history of their own country and others.
- To be able to distinguish the difference between past and present.

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- To respect and appreciate the different values and attitudes people had of other times and places from ours.
- To appreciate achievements as well as mistakes caused and the effect they have had.
- To support children develop a chronological framework for their knowledge of significant events and people.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections using their own wider knowledge. Staff will model the vocabulary, knowledge and skills relevant to the learning to allow them to incorporate new knowledge into bigger concepts.

Knowledge Organisers will be used to support learning which will help scaffold children to retain new facts and vocabulary in their long term memory. Knowledge organisers are used when pre-teaching and to support home learning.

At St Michaels Church School, History is taught through a theme approach alongside the other subjects. Our Curriculum is a book based curriculum, this is used to give children a focus to their learning and enrich their vocabulary around the theme.

Alongside the curriculum planning, at the start of each theme unit, teachers are encouraged to start with a "Wow Day" or "Wow activity". This helps to inspire children's interest and curiosity.

Learning walls in every classroom provide a focus on the theme they are learning about. Each learning wall will have vividly exciting learning, key facts and questions which will help to provide constant scaffolding for children.

Objectives:

By the end of each key stage, children are expected to know, apply and understand the matters, skills and process needed in the relevant programme of study.

Key Stage 1

Within Key Stage 1, children are expected to:

- Develop an awareness of the past, using appropriate vocabulary relating to chronological timelines and historical terms.
- Chronologically order events they study including important people in it.
- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions based on stories and sources they have read.

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- Select and use aspects of stories and sources to assess what they know and show their understanding of key events they have learned about.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children will learn about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

Key Stage 2

Within Key Stage 2, children are expected to:

- Develop a chronologically secure knowledge of the study they are focusing on along with a clear understanding of Britain, local world history and world history.
- Over time to develop the appropriate use of historical terms.
- Recognise and investigate historically valid questions, as well as develop reasonable responses to such questions through enquiry.
- Understand how our knowledge of the past is assembled from a range of sources.
- Take part into in depth studies to help establish a clear narrative. To identify causes, changes and the significance.

Pupils will learn about:

- Changes in Britain from the Stone Age to the Iron Age.
- 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.
- Taking part in a local history study.
- An aspect or theme in British history that extends their chronological knowledge beyond 1066. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

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Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China.

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

When teaching History we also:

- Develop progression in the key elements of the subject.
- Create clear cross curricular opportunities for children to embed their skills into other subjects, including English, Maths and Science.
- Ensure we study each historical period in great depth to allow children to get a better insight into the life in the past.
- Use a range of historical sources including artefacts, documents, books, pictures, photographs, ICT and the internet.
- Provide opportunities for class and group discussions through drama, hot seating and role play.
- Promote constructive and useful visits to historical sites and museums.
- Provide opportunities to foster an awareness that there are different interpretations of the past and evidence may be incomplete.
- Model to investigate the past by asking a range of historical questions.

Impact

Our History curriculum is well thought out, clear and of high quality. It is carefully planned to demonstrate progression over time.

Teachers will review learning on a termly basis using our own assessment sheets.

Formative history assessment is ongoing throughout the cross curricular subjects which helps teachers when planning future lesson activities and differentiation.

At the end of each topic, summative assessment is used to focus on the history objectives that have been covered. This will help to track what is working well and what needs to improve.

We assess children's work in history by making judgements when we observe the children throughout the lessons. Next steps are given out on every piece of work to help extend their knowledge further.

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We have created and implemented our own assessment sheets which help us to track children's progress and help to support future planning. The progress of an individual child in this area of the curriculum is reported at the end of the academic year including the level of attainment.