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History Policy

Date Amended: January 2023

Amended by: Jenny Guest (Subject Coordinator)

Date for review: January 2024

Signed:..... Chair of Governors

Date

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

School Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

VISION

Our History curriculum is taught from EYFS to year 6. Over the years the children will build upon their previous knowledge to develop skills and concepts of History. Throughout the year children learn both disciplinary and substantive concepts through areas of learning defined by the national curriculum. In Key Stage One the children will be taught about changes within living memory, events beyond living memory, lives of significant individuals of the past and significant historical events.

In Key Stage Two enquiry based learning is on a four yearly cycle ensuring children study; an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, A non-European society that provides contrasts with British history, Britain's settlement by the Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England, A local history study, a study of the earliest civilisations, changes in Britain from the stone age to the iron age, The Roman Empire and Ancient Greece.

In EYFS we teach history as an integral part of the topic work covered during the year. Children in EYFS are given opportunities to develop their understanding of the past through the Early Learning Goal "Know some similarities between things in the past and now, drawing on their experiences and what has been read in class." Development of historical understanding is integrated throughout the seven areas of learning and begins with our nursery class, using Development Matters to ensure progression.

A variety of resources are used throughout school to teach these topics. We also invite historians into school to aid learning.

Our vision is that the teaching of history gives pupils an understanding of the past through learning about human achievements and experiences. We will investigate sources such as interviewing, photographs, art work, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today. We will examine the children's own personal history, and develop their understanding of chronology throughout the study of topics through Key Stages 1 and 2. We aim to give our children a history curriculum which enables them to become confident, creative and independent learners. We seek to broaden children's real-life experiences both

inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. We believe that within history lessons, our children acquire a range of knowledge and skills, which they can then apply to other subjects and in a variety of situations.

Aims and Objectives

Our history programme of study for KS1 and KS2 is developed using the National Curriculum and our history curriculum, developed for the needs of our school. All staff have a clear understanding of the aims of the National Curriculum for history which are:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- understand historical concepts such as:
 - continuity and change,
 - cause and consequence,
 - similarity, difference and significance, and
 - use them to make connections, draw contrasts, analyse trends and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

EYFS plan their History curriculum using the relevant strands of the Knowledge and Understanding of the World within the Early Years Foundation Stage curriculum and this lays strong foundations for these aforementioned aims.

Subject content

EYFS (Past and Present Early Learning Goal)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Key stage 1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life *e.g. the Queen's 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- 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 . *E.g:*
 - *Female scientists such as Marie Curie and Mary Anning (Y1)*
 - *Caxton and Tim Berners-Lee linked to the development of new technologies (Y2)*
- significant historical events, people and places in their own locality

Pupils should be taught about:	In which cycle at our school?	Which Year?
1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Cycle A – Toys Cycle B - Transport	Class 3
	Cycle A – Seaside Holidays	Class 4
2 Events beyond living memory that are significant nationally or globally	Cycle A - Remember, remember	Class 3
	Cycle B – Great Fire of London	Class 4
3 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	Cycle A – Ernest Shackleton	Class 3
	Cycle B – Who was Mary Seacole	Class 4
	Cycle A - Neil Armstrong/ Katherine Johnson	
	Cycle B - Learie Constantine	
4 Significant historical events, people and places in their own locality	Cycle A – How have I changed?	Class 3
	Cycle B – Houses and Homes (Traditional Stories)	Class 4
	Cycle A –Our School	
	Cycle B – Accington PAL's	

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should

- note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:	In which cycle at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Cycle C
2 The Roman Empire and its impact on Britain	Cycle D
3 Britain's settlement by Anglo-Saxons and Scots	Cycle B
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle B
5 A local history study	Cycle C Lancashire Mills
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Cycle A: The World Wars The Trans-Atlantic Slave trade Cycle B: The Plague
7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Cycle C Ancient Egypt
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Cycle D
9 A non-European society that provides contrasts with British history – <u>one study</u> chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Cycle A The Islamic Golden Age

Curriculum

The school's history curriculum provides a balance of historical knowledge and both disciplinary and substantive conceptual understanding.

The subject coordinator has created a whole school curriculum map for history which is broken down into cycles: a two year rolling programme for classes 3 and 4 and a four year rolling programme for classes 5,6 and 7. These cycles are then broken down further into termly cycles. This is developed from the National Curriculum programme of study and there is clear progression of skills between and within year groups. The curriculum is evaluated formally at the end of each academic year. Relevant staff will meet and discuss any problems that have arisen over the course of the year. Informal discussions with teachers who deliver this subject also take place and these will influence any earlier changes and updates that need to be made.

Teaching and Learning Style

We base the teaching on the objective provided by the Key Learning documents produced by Lancashire. We have adapted this to the context of our school and the abilities of our children.

We use a variety of teaching and learning styles in history lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, history questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and

photographs. They use ICT in history lessons where it enhances their learning. They take part in role-play and discussions and they present reports to the rest of the class.

Assessment

We assess children's work in history by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. For KS1 and KS2, this judgement is based on the key learning document. Teachers make an assessment of the children's work in history at the end of each academic year. We report teacher assessment to parents which we make while observing children throughout the year. The history subject leader keeps samples of children's work by retaining 3 books from each year group at the end of each academic year. These are used to demonstrate the expected level of achievement is in history for each age group in the school.

Cross Curricular Links

English: History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature.

Mathematics: History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Personal, Social and Health Education (PSHE): History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

Computing/ICT: The internet provides a wide range of rich resources which enable our pupils to research the topics explored during history lessons. Digimaps for Schools and Mario are online UK map resource which enables our pupils to investigate changing landscapes and environments via historical maps on the database. ICT is used to enable pupils to present their learning in a variety of ways.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in History through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- monitoring and evaluating the quality and effectiveness of the learning environment
- annually reviewing the policy

Monitoring and Reviewing

It is the responsibility of the History subject leader to monitor the standards of children's work and the quality of teaching in this curriculum area. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, carrying out pupil interviews and visiting classes to observe teaching in the subject.

The history curriculum is evaluated formally at the end of each academic year. Relevant staff will meet and discuss any problems that have arisen over the course of the year. Informal discussions with teachers who deliver this subject also take place and these will influence any earlier changes and updates that need to be made.

The Governing Body

Governing Body Reports on the progress of our curriculum are made to the Governing Body via the Curriculum Committee and the History Curriculum Policy. This policy is reviewed every year, and in light of statutory changes to the National Curriculum.

Conclusion

This policy should be read alongside other school policies including:

- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Acceptable use policy

Signed: J Guest Dated: 25/01/23