

St Mary and St Michael Catholic Primary School



***“Learning together as we follow in the
footsteps of Christ”***

History Policy

Updated June 2024
Next update due: June 2026

Intent

At St Mary and St Michael Catholic Primary School, we place our children at the heart of everything we do and offer them an engaging History curriculum where every child has the right to high quality teaching and learning opportunities that help them develop a range of Historical knowledge and skills.

Our aim is to provide children with a broad History Curriculum, enabling them to develop a sense of time and an awareness that events that happened long ago or in other countries can affect our lives today. Children should have the opportunity to understand chronology, study significant Historical events and significant Historical figures. They should have the opportunity to explore Historical themes, studying how and why something evolved and changed over time. Their studies should include ancient civilisations and British Pre-History.

At St Mary and St Michael we aim for each child to:

- Have a chronological understanding of the world and their place within it.
- Have the opportunity to explore events, people and changes in the past.
- Have the opportunity to ask questions about the past.
- Understand how individuals and groups of people have shaped the world around us.
- Understand why the past can be interpreted in different ways.
- Use historical documents and artefacts to learn about the past.
- Have the opportunity to communicate their ideas in a variety of different ways.
- Be able to make comparisons between different places and time periods.

Statutory Requirements

Statutory requirements for the teaching and learning of History are laid out in the Bailiwick of Guernsey Curriculum and The History Entitlements document. For Early Years, children are able to access History through the Understanding the World element of Development Matters.

History - Bailiwick Curriculum Aims

Learners should build secure knowledge of the following:

- a. How the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened.
- b. How and why places and environments develop, how they can be sustained and how they may change in the future.
- c. How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities.
- d. How people, communities and places are connected and can be interdependent at a range of scales.

Implementation

As a foundation subject, History is taught on a rolling programme alongside Geography from Y1 – Y6. Classes are taught one hour of History for three consecutive weeks. Geography is then taught for the next three weeks, before returning to History etc. This allows sufficient time across the year for coverage of the History Entitlements and also allows for children to revisit knowledge regularly throughout the year, with the aim of them retaining this knowledge long-term. In Early Years, children are taught one History unit per term, introducing them to concepts of time and thinking historically, in preparation for beginning the Bailiwick History Curriculum in Year 1.

History in Early Years

The EYFS Framework identifies three characteristics of effective learning. The class teacher plans activities with these characteristics in mind:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are taught the objectives from the three EYFS History units created by The Historical Association, which provide opportunities for them to access historical concepts in a way that encourages development of the three characteristics of effective learning. Children are introduced to the concept that time passes sequentially, begin to use vocabulary related to the passage of time and are given meaningful experiences through making links to their own experiences and exploring photographs and artefacts. The objectives from the HA also allow for the class teacher to extend the learning into their continuous provision.

Curriculum design and planning for History in Years 1-6

In Key Stage One, History teaching begins with studying changes within living memory, allowing the children to connect with and understand their History studies more confidently, as they are only looking back at the recent past. Year 1 then complete a unit on castles, again introducing History through a familiar concept and through links to our local area. Year 2 study The Ancient Egyptians, as this allows for thorough coverage of the 'Significant People from History' objectives from the History Entitlements document. They also study The Great Fire of London, as this allows for coverage of the Entitlements for 'Significant Historical Events.'

The Guernsey Curriculum Entitlements document specifies that children in Key Stage 2 must study:

- *An Ancient Civilisation (Year 5 study Ancient Greece)
- *A non-European society that contrasts British History (Year 6 study Mayans)
- *The Stone Age
- *The Romans
- *Tudors
- *Victorians
- *World War Two
- *World War I must also be marked on Remembrance Day

In Key Stage 2, History begins with the coverage of two Ancient History units in Year 3 (The Stone Age and Romans). These units allow children to cover all 4 Golden Threads from the History Entitlements document (Conflict, Civilisation, Technology and Infrastructure and Local History) during the course of the year. These Golden Threads are then each revisited twice as the children progress through KS2. In Year 4 the children study Vikings and Tudors, so that the first 4 units encountered in KS2 are taught in chronological order, giving children a sense of change over time. In Year 5, children study Victorians and Ancient Greece. Victorians is studied first as it adds valuable context for the Autumn Term English lessons on recounts and biographies. Year 6 study World War Two and Mayans. WWII is studied first as it is used to support writing within the English Curriculum for the unit on Stories with Historical Settings. The positioning of this unit at the beginning of the year also means that the class have completed their studies by the time we celebrate Liberation Day on 9th May, ensuring that they understand the true significance of this date in local history.

Teaching and delivery of History

Teaching duration

History is taught for 1 hour per week, for three consecutive weeks. This cycle is repeated throughout the year, with a gap of three weeks when Geography is taught instead.

A typical lesson

A typical History lesson begins with a retrieval activity, where the children recall knowledge from a previous lesson or unit. This could take the form of a quiz, studying Knowledge Organisers or retrieving information from workbooks. Retrieval activities may be independent or completed with a partner or team.

After the retrieval activity, a clear WALT or Key Question is shared with the children. These are drawn from the Bailiwick Curriculum skills, History Entitlements Document or from CUSP, if this is being used to guide planning for a topic.

The lesson content itself could involve:

- *Teaching of a particular skill e.g. recording sources of information to support an argument.
- *Study and interpretation of images, videos, artefacts, books or websites.

- *Independent research opportunities.
- *Children planning and carrying out a historical investigation.
- *Teaching of key vocabulary.

It is important that children are given opportunities to express their knowledge and understanding in a variety of ways e.g. through written tasks, oral presentations, use of ICT etc. This allows all pupils to have an opportunity to share their knowledge. Additional scaffolding or in-lesson support may be provided by the teacher if this is needed to enable all pupils to access the learning successfully.

At the end of the lesson a quiz or recap will take place in order to review key learning and reinforce historical vocabulary.

Opportunities for peer and self-assessment should also be built into History lessons as appropriate.

Assessment, recording and reporting

In History, assessment is used to inform and develop our teaching:

- Work is marked according to the school's assessment policy, showing children areas of success and areas for development.
- The History coordinator monitors progress through the school by sampling children's work, monitoring teacher's planning, pupil interviews and lesson observations.
- Children revisit prior learning at the beginning of each lesson. This might include key vocabulary or a historical concept which they have previously learnt.
- At the end of each unit of work, a knowledge capture document is completed. This shows the knowledge the children have retained from the unit. In Key Stage One, this may be completed as a class. In Key Stage Two children complete their knowledge capture independently and it is stuck into their History book. Focuses for the knowledge captures are taken from the Knowledge and Skills Progression for History and the History Entitlements Document.

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