

# St Thomas of Canterbury Catholic Primary School

*'To Love and To Serve'*



## History Policy

**Review Date: November 2022**

## **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process relationships between different groups, as well as their own identity within modern Britain. Children should develop their own enquiry skills throughout each topic with an overall big question.

## **Aims –**

The national curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

### **Key Stage 1**

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Victorian toys, Holidays, The Olympics, and The Seaside.
- events beyond living memory that are significant nationally or globally – 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 significant historical events, people and places in their own locality – Guy Fawkes, Neil Armstrong, Florence Nightingale, William the Conqueror, Samuel Pepys.

### **Key Stage 2**

Pupils should be taught 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
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' 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 Ancient Egypt
- The Tudors and Victorians
- 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 – The Mayan

All children should begin to understand the concepts of primary and secondary sources to aid them in their research. Museum visits are important to view artefacts, and develop a wider view of the past.

### **Teaching and Learning ICT and History**

There are many ways in which ICT can be used to enhance the delivery of the History curriculum. For example:

- Research on the internet
- Use of databases to analyse and present information
- Use of video and sound recording equipment
- Digital photography
- Teaching using interactive whiteboards
- Access to teacher resources and support with planning

### **Gifted and Talented**

History provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for history will be identified by the class teacher and the Gifted and Talented coordinator and the History coordinator will be informed.

### **Equal Opportunities**

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of History.

British History is, where possible, set within the context of Europe and the World.

Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups.

Care is taken that societies are not just represented from the British perspective but also from their own.

The importance of the pupil's own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present.

The curriculum is suitably differentiated to meet the needs of all children, including those with special needs. All necessary adaptations will be made to enable all children to access the curriculum. External support services may be used to advise and support curriculum delivery.

### **Assessment**

During the planning stage clear learning objectives for each lesson are set and opportunities for assessment are identified. Assessments are recorded in line with school policy.

### **Health and Safety**

Fieldwork and site visits are an important part of History teaching. School health and safety guidelines should be followed at all times and a risk assessment completed for all visits.

### **Role of the History Coordinator**

- To develop, implement and review the teaching of history: and where possible, suggest ways forward.
- To assist the Head teacher in monitoring the subject and in identifying any training or professional development needs.