[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjf1dPf0-DWAhWHXBoKHRP0ACgQjRwIBw&url=https://twitter.com/slaurences&psig=AOvVaw248-R3ofvtEfF4xRzdw8yw&ust=1507539320573116)

**St Laurence’s Catholic Primary School**

**Policy for History 2022-2023**

Introduction:

This policy reflects the values and philosophy of St Laurence’s Catholic Primary School in relation to the teaching and learning of History. It provides a framework within which all teaching and non-teaching staff work, and it gives guidance on planning, teaching and assessment.

The policy is in line with the National Curriculum guidelines and can be used as a springboard to develop the individual teacher’s ideas in a personal way within the school’s guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children’s skills and needs in history at that particular time.

The Nature of History

History is our record of what happened in the past and why. Children gain an understanding of the past, with relation to themselves, their families, community, the wider world and consider how the past influences the present.

We find out about the past on the basis of surviving evidence. This evidence is often incomplete and the whole picture of what happened in the past is often open to interpretation.

History is a skills based curriculum area and many of the skills contribute to and enrich other areas of the curriculum. It is expected that skills taught in other areas of the curriculum e.g. literacy, geography, art and music should be developed through the history taught in school.

Aims

Our chief aim is that all pupils will enjoy history and develop a curiosity about the past which informs understanding of the present. To achieve this we aim to;

* Provide a programme of work that is suitably differentiated to meet the needs of all children
* Set work that is varied and challenging and promotes historical enquiry
* Develop a sense chronological understanding, relating to major historical periods, events and people
* Provide access to a range of sources of information to aid their development of historical enquiry
* Identify different ways in which the past is represented
* Provide work that covers local, national European and world history topics
* Make use of local museums, sites and speakers wherever possible.

**National Curriculum**

**Foundation Stage**

We teach History as an integral part of topic work covered during the year. As reception class is part of the Foundation Stage of the National Curriculum, we relate the History side of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world through activities such as; dressing up in historical costumes, looking at pictures of famous people in history and discovering the meaning of new and old in relation to their own lives.

**Key Stage 1**

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn 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 will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

**Key Stage 2**

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

**Class organisation and teaching style**

History has many links with other curriculum areas including English, Drama, Geography, Art, R.E., Computing and PSHE.

Approaches to teaching relate to the historical content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts. Role-play and simulation activities may help develop understanding and empathy.

The requirements of the National Curriculum and the age and ability

of the children at St. Laurence’s influence the resources employed.

* Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources, computer-based materials and computer-generated simulation activities.
* Music
* Adults talking about the past
* Buildings and sites, educational visits to museums, the use of fieldwork

**Assessment, Record keeping and Reporting**

Assessment in History is currently being updated in accordance with the new curriculum and assessment procedures. Due to the removal of levels children will be assessed against 3 criteria; emerging, meeting or exceeding expectations. Teachers should judge which description best fits the pupil’s performance. It is important in the assessment of History that the children can use their knowledge, skills and understanding to describe events and to give explanations why people acted as they did. Pupils should also be able to record their knowledge in a variety of ways, using dates and historical terms.

**Resources:**

A variety of resources are used and kept across the key stages.

* LCP History Units
* Many ICT resources are used, I-Pads, Whiteboards, Big Books, DVDs and Internet Links.
* Each class has a range of artefacts to aid the teaching of history in their unit.
* Cross curricular literacy/ history books to support the different units.
* A range of non-fiction historical books are kept in the school library to aid the teaching of most units.
* Pictures, drawings, photographs of people, places and artefacts.

**British Values**

Children at St Laurence’s will:

* Analyse events in UK and world history where British values have been tested such as both World Wars.
* Gain an understanding of how citizens have influenced decision-making through the democratic process.
* Gain an understanding of the importance of identifying and combating discrimination.

**Cross Curricular**

As well as taking its own part in the school Curriculum, History contributes to the wider aims of Primary Education.

**English**

With careful planning, History affords opportunities for children to develop and apply their Literacy skills. Reading and writing skills are essential for undertaking historical enquiry, for collecting information and source material, making notes and following instructions. Children should be able to communicate in ways appropriate for the task and the audience, for example, when interviewing older people about life in the past. Discussion, drama and role play are significant ways in which children can increase their understanding of different historical viewpoints and perspectives. Evaluating historical evidence requires children to articulate their ideas, and to compare and contrast their views with those of other people.

**Mathematics**

Through teaching history children can apply their mathematical skills by analysing data, and studying chronological information. The use of fieldwork data, timelines and charts contributes to the children’s mathematical understanding.

**ICT**

The use of ICT can help children’s learning in History by providing a great deal of information. Historical understanding can be enhanced when using the internet to research a significant person, or life, in the past. Pupils can access on-screen timelines to help to develop their chronological awareness. Databases can be used to search for information and identity and explain patterns of change. Children can view countless websites of museums and historical sites around the world.

**Geography**

There are close links between the two subjects. An investigation of how an aspect of the local area has changed over a period, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History they will use and develop their mapping skills and discover the location of places.

**Spiritual, Moral, Social and Cultural Development through History**

History promotes the following:

Spiritual Development

* beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values
* sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
* use of imagination and creativity in their learning
* willingness to reflect on their experiences.

Moral Development

* understanding of the consequences of their actions and others
* interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

* use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
* interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development

* understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
* willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
* interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.