



History Policy

Reviewed and Updated:

February 2018

Vision and Mission

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



Introduction

KEY PRINCIPLES

Teaching at St John Fisher Primary (STJF) is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At STJF we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- The learning environment is ordered, the atmosphere is purposeful and children feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed



Philosophy

History is an essential part of the Curriculum and should be studied in its own right. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems. As the children see the diversity of human experience, and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view-skills that are essential in adult life.

Aims

History is a foundation subject within the National Curriculum.

- To promote positive attitudes and enthusiasm for History
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes.
- To introduce pupils to what is involved in understanding and interpreting the past.
- To develop an understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To develop knowledge and understanding of significant aspects of the history of the wider world
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses



To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

National Curriculum

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.



- 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

Cross Curricular links

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

English

- 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

- Analysing data, and studying chronological information.
- The use of fieldwork data, timelines and charts contributes to the children's mathematical understanding.

Ict

- Historical understanding can be enhanced when using CD-Roms 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

- An investigation of how an aspect of the local area has changed over a long period, or how the locality was affected by a significant national or local event, will link both History and Geography.
- European and World History they will use and develop their mapping skills and discover the location of places.