

St Joseph's Catholic Primary School

St. Joseph's School is a Catholic family where each child is encouraged to love, learn and succeed.

Faith, Hope, Love

Policy for History

Our ethos is one, which nurtures education through the recognition and celebration of all children's experiences and achievements, whatever the context.

Each child is an individual and deserves to be respected and valued as such. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

Rationale

"History can mean two things: the past and the study of the past. The past influences all aspects of our lives.

Learning about the past and the methods used to study it helps pupils make sense of the world in which they live."

From NCC 1991

The staff and governors at St Joseph's Catholic Primary School value the place of history as a subject within the curriculum. We see history as both a study of people in the past and an introduction to the methods and skills needed for that study.

Subject Leader: Natalie Jones

Governor Link: Tony Lynch

Updated/approved by Staff and governors: 31/01/17

Date for Review (3 yearly) : **Spring 2020**

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Rationale

At St. Joseph's we believe that History is an essential part of the curriculum and teachers ensure that children develop their 'knowledge and understanding of Britain's past and that of the wider world.' From the Early Years Foundation Stage through to Year 6, engaging and interactive History lessons encourage children to be inspired by the past. Skills developed through History help pupils make sense of their 'own identity and challenges faced' through time.

Aims and Objectives (As stated by the National Curriculum)

Through the teaching of History we aim to:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and employ a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
 - 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
 - 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.
 - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between logical, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short – and long-term timescales.

Implementation of History

Elements of History are delivered to the Reception children, through the Foundation Stage Curriculum (Understanding the World – People and Communities). In KS1 & KS2 History is taught through planning linked to the new National Curriculum. The units covered in each year can be found on the long-term plans. Some elements of History are also taught through cross-curricular topics for example, Science, Geography and Computing. In the Early Years Foundation Stage (EYFS) the children explore the past of familiar people and look at specific changes over time in an age-appropriate manner. For example, the development of toys over time. All pupils are taught so that each child can be the best that they can be. Similarly to Geography, planning must allow for children to build upon prior knowledge as they move through the school. As the school moves towards single form entry, teachers plan so that St Joseph's Catholic Primary School History Policy May 2016 children are taught specific objectives in each year group. This is so

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there is no repetition and the children get the breadth of opportunity within this area of learning.

We develop the following skills, always building on earlier experiences through:

- Developing chronological awareness.
- Comparing the lives of people in the past to our own lives in the current day.
- Ask questions using a variety of sources.
- Respecting and trying to understand the views and cultures of people in the past.