

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



History

Written by:	Approved by:	Approval Date:	Review Date:
Grace Mellor	LGB	November 2022	November 2023

History Policy

Context

At St. Philip Neri with St. Bede, we believe that quality History teaching is the right of all children, as we recognise the many far-reaching benefits of the subject, helping children to:

- **Develop a better understanding of the world.** History paints a detailed picture of how society, technology, and government worked in the past so that we can better understand how it works now.
- **Build on their understanding of themselves.** A study of History tells us where our ancestors came from and how their lives were shaped. Importantly, it gives us the ability to spot (and appreciate) the legacies we may have inherited.
- **Develop a better understanding of others.** The National Curriculum calls for children to be encouraged in their curiosity and a study of not just our own history but that of other cultures gives us a truly global view, highlighting the similarities between us whilst encouraging tolerance of our differences.
- **Establish a working understanding of change.** History helps us better understand how, when, and why change occurs (or should be sought) by demonstrating the historical evolution of ideas, technologies, beliefs, places, and more.

Amanda Spielman, OfSTED's Chief Inspector, said: "Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place." It is our hope that the quality History teaching provided at St. Philip Neri with St. Bede will equip our children with the skills to look critically at the world around them, being enabled to understand the important role that each of them can play in society, through their understanding of the past.

INTENT

Aims

The aims of history are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments;
- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society, and those of other communities and civilisations;
- To learn about the major issues and events in the history of our own country and of the wider world and how these events may have influenced one another;
- To develop a knowledge of chronology, within which the children can organise their understanding of the past;
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- To distinguish between historical facts and their interpretation; and
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Coverage is ensured through a whole school Long Term Plan (our History Intent), which follows the statutory requirements of the National Curriculum. This is compiled by all teaching staff overseen by the Subject Leader (See Appendix 1).



IMPLEMENTATION

At St. Philip Neri with St. Bede's, planning of History is grounded in the National Curriculum (KS1/2) and the EYFS statutory framework and Development Matters (EYFS). These documents have been used to generate the History Progression of Skills and Knowledge document (see Appendix A), which outlines how children across the school will acquire a balance of knowledge and historical skills at an appropriate level for their age and stage.

Alongside this, teachers use Cornerstones as a basis for topic ideas and Launch/Landing Day concepts; an essential part of each topic of learning, which gives the children a hook on which to hang their learning and an outlet through which to express and consolidate what they have learned.

It is of the utmost importance to us at St. Philip Neri with St. Bede that History is delivered and assessed in a way that is inclusive of all. Planning takes into account our diverse community and all children's differing needs. We ensure that lessons offer access to BAME links, as well as supporting our Eastern European and Keralan communities through the inclusion of culturally relevant resources and sources. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. To this end, planning is differentiated to allow all children to achieve.

Teaching and planning at Key Stages 1 and 2

The study of History is taught regularly in all year groups, with KS1 and KS2 dedicating two hours a week to the teaching of Topic – this is a balance of History and Geography lessons – across the year with each forming a part of every topic on our Topic Intent (see Appendix B). History has a dedicated exercise book, in which children are encouraged to present their work to a consistently high standard, marking of which is in line with the school's Marking Policy. Additionally, children are assessed on the knowledge gained in the classroom during each topic; this is done through the delivery of a Pre- and Post- learning assessment (for an example, see Appendix C). Progress between the two is monitored by teachers and used to inform summative assessments as well as any need for further intervention and teaching.

In order to enhance and deepen children's learning of History, termly homework is set. Children use a Knowledge Organiser (for an example, see Appendix D), issued at the beginning of each half term, to learn and explore each topic at home. At the end of each topic, a



knowledge quiz is undertaken, consisting of ten related questions, to allow children to demonstrate their newly-acquired knowledge.

Teaching and planning in EYFS

The EYFS statutory framework and the Development Matters inform all planning and teaching of History in our EYFS classrooms. History is taught as part of a robust and diverse, child-centered timetable and is also inter-woven into many of the continuous provision activities on offer. The key statements from the above documents are as follows:

History		
Three and Four-Year-Olds	Understanding the World	
Reception	Understanding the World	
ELG	Understanding the World	Past and Present
		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

IMPACT

The impact of our History teaching at St. Philip Neri with St. Bede's is measured through the following:

- Pre- and Post- learning assessments for each topic;
- Knowledge Organiser homework quizzes conducted each term;
- Summative assessment conducted each term.

Assessments are conducted by class teachers in line with the school's assessment schedules.



Role of the Subject Leader

The Subject Leader for History is Mrs. Grace Mellor. She is responsible for:

- Overseeing the planning and teaching of History;
- Leading colleagues and guiding them to relevant and helpful resources;
- Delivering and arranging appropriate CPD for staff;
- Monitoring and feedback, using the school's monitoring cycle;
- Communicating with parents:
 - delivering information meetings;
 - raising subject-specific issues; and
 - advising on new subject-specific initiatives.
- Conducting pupil interviews;
- Meetings with the History governor – Mrs. N. Tonks;
- Identifying staff training and training needs;
- Ordering and maintaining History resources;
- Maintenance of the History budget.

Appendix A – History Progression of Knowledge and Skills



History - Progression
of Skills and Knowledge

Appendix B – Topic Intent



Topic (History &
Geography) Intent (Topic)

Appendix C – Examples of Pre- and Post- Learning



Frozen Kingdom
History Pre-Learning



Fallen Fields
Post-learning 2021.pdf

Appendix D – Example of a History Knowledge Organiser



Knowledge
Organiser Example.pdf