**WILLIAM CASSIDI C. OF E. PRIMARY SCHOOL**

**HISTORY POLICY**

***Introduction***

History is the study of the past. The past influences all aspects of our lives and shapes the customs and beliefs of the community to which we belong.

At William Cassidi C. of E. Aided Primary School, we want to help our children to make sense of the world in which they live by learning about the past. We intend to help them to develop a sense of identity through learning about the development of Britain and the World.

We aim to introduce them to what is involved in understanding and interpreting the past.

We aim to foster the children’s natural interest in past events and to enjoy their learning.

History is also a skills based area of the curriculum and many of the skills developed within history contributes to and enriches other areas of the curriculum.

**Subject intent for History**

At William Cassidi we intend to provide all children with a **high-quality history education** that will help pupils gain a coherent **knowledge and understanding of Britain’s past** and that of the **wider world**. We believe history should **inspire pupils’ curiosity** to know more about the **chronology of past events** as well as develop their knowledge of **historical** **vocabulary**. Teaching should equip pupils to ask **perceptive questions, think critically, weigh evidence, sift arguments**, and develop perspective and judgement. History should enable pupils to **understand the complexity of people’s lives**, the process of change, the **diversity of societies** and relationships between different groups, as well as **their own** **identity and the challenges of their time.**

**History Vision**

At William Cassidi school we believe in the importance of high quality history lessons and the crucial role they play in developing critical thinkers. We want our children to be passionate about history and develop a chronological understanding of the world and to ignite their understand how these events and people have impacted their own lives. We aim to encourage children to understand the past and how history can shape their future. The rich history topics chosen are developed to create awe and wonder and encourage children to continually be asking the question, why? What they learn through history can influence their decisions about personal choices, attitudes and values.

**Principles for History**

History should……

* Firstly be fun! - A happy learner is an engaged learner.
* Develop an understanding of the past - Help children shape their own future.
* Create awe and wonder – Acquiring lasting memories that children will remember.
* Encourage questioning - Drive and encourage children to ask why?
* Be inspirational – Children should learn about a wide variety of historical events and people. Link should then be made to how these events affect children’s own lives today.

**Aims as outlined in the National Curriculum Document.**

* To enjoy history and develop a curiosity about the past;
* To enable children to know about significant events in British history and to appreciate how things have changed over time;
* To develop a sense of chronology;
* To contribute to the children’s knowledge and understanding of other countries, cultural roots and shared inheritances;
* To develop an understanding of the present in light of the past;
* To enrich other areas of the curriculum;
* To understand that history is concerned with change and continuity;
* To understand that there is more than one way of viewing the past and that some evidence is incomplete so can be open to interpretation;
* To allow the development of the skills of enquiry, communication, investigation, analysis, evaluation and presentation both in and outside the classroom.
* To develop the use of a variety of historical sources;
* To achieve a high quality of learning from the children.
* To implement planned learning experiences by either going on trips, exploring resource boxes from the local historical associations or attending workshops within school led by external visitors.

**Curriculum Planning and Teaching:**

The statutory requirements of the 2014 History National Curriculum programme of study for Key Stages 1 and 2 are used as the basis for planning for children in Years 1 to 6.  Each Year group is given a number of units to investigate.

Planning for teaching history takes the form of Areas of Study, which will be learnt over the year by each year group. This may be as a separate history – based topic or may be part of a larger topic within which knowledge and understanding of the world. The topic will incorporate key history skills and knowledge.

The Long Term plan of the History syllabus can be reviewed in the Curriculum Plan, which demonstrates the plan of historical learning and skills developed throughout a child’s journey through school.

***National Curriculum Requirements***

**Foundation Stage:**

History is taught in Nursery and Reception through topic and theme work covered during the EYFS. As the classes follow the Foundation Stage Curriculum we relate history to the objectives set out in the Knowledge and Understanding of the World area within this curriculum. Children will explore the following aims:

* To remember and talk about significant events in their own experience.
* To recognise and describe special times or events for family or friends.
* Children will be able to talk about past and present events in their own lives and in the lives of family members.

Key Stage 1:

Children will learn about everyday life, work, leisure and culture of men, women and children in the past. They will look at changes in their own lives and the way of life of their family and others around them. Pupils will explore:

* Changes within living memory.
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.)
* The lives of significant individuals in the past who have contributed to national and international achievements.

**Key Stage 2:**

At Key Stage 2, pupils will learn about significant people, events and places from both the recent and more distant past. This will be within the context of their own area and community, in Britain and in other parts of the world. They will use many different sources of information to help them investigate the past. They will then be able to use this evidence in a variety of other ways such as recognising similarities between periods studied or identifying change within a wider chronological framework. Areas studied include the Vikings, Ancient Egypt and Greece, Ancient Maya, WW2, the Tudors and Victorian Britain. Pupils will explore the following topics:

* Changes in Britain from the Stone Age to the Iron Age.
* The Roman Empire and its impact on Britain.
* Local historical studies.
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* Studies of non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
* Explorations into the achievements of the earliest civilizations.
* Studies into various non-European societies that provides contrasts with British history.

***Homework:***

Children may be asked to bring into school relevant items of interest to share. Children may also be asked to talk to adult members of their family about life in the past. As children progress through KS2 more formal structural tasks will be set, which enhance their studies.

***Cross-Curricular Opportunities:***

History can support other areas of the curriculum through such things as the study of famous people, inventions, events, artists etc. History contributes to the teaching of Literacy by actively promoting reading, writing, speaking and listening – children may enhance their oral skills through discussion debate, questioning and role-play. History contributes to the teaching of numeracy in a variety of ways. Children may enhance their number skills when developing a sense of chronology i.e. time lines. History is also developed through the interpretation of information presented in graphical or diagrammatic form. ICT is used to enhance such skills as presentation of written work and researching information.

Links are made with other areas of the curriculum as part of more topic-based work. For example, the theme of Toys in Y1 linking history with DT and science work on materials. Then extending all the way through to Y6, in which the topic of Ancient Egypt forms the context in which literacy is taught. In particular, exploring reading text – Secrets of a Sun King – based on discovery of Tutankhamun’s tomb and Howard Carter. In each year group there is a wide variety of links throughout the curriculum.

***Assessment, Recording and Reporting:***

The children will be encouraged to use a variety of means in communicating and recording their work. Assessment will be ongoing throughout each topic and will be based upon the knowledge, skills and understanding targets identified within the National Curriculum. Assessment will be based on the children’s work and level of understanding throughout the unit. Teachers will also record children’s progress in history in the annual end of year reports. Continuous assessment will also be undertaken within Foundation Stage and will form part of the Foundation Stage Profile.

***Monitoring, Evaluating and Review:***

It is the role of the subject leader to monitor and evaluate the teaching and learning of history. This is done by evaluating and reviewing the History Overview Plan and individual classes’ topics of study.

**R*esources:***

Resources are stored in the relevant classrooms for topic specific resources and in a central resource cupboard in the main corridor for more general resources. These are available for all members of staff and they are responsible for maintaining these resources in a good condition.

All teachers have access to a wide variety of ICT resources, which include: interactive whiteboard resources; a developing bank of i-pad resources; online video and audio resources. They are also provided with a list of useful websites to assist their teaching via the school shared site.

All teachers are also updated with information regarding local out-reach programmes, areas and attractions to visit and loan box hire.

***Equal Opportunities / Special Needs:***

We endeavour to ensure that every child at William Cassidi C. of E. Aided Primary School, regardless of religion, ethnic origin, gender or ability, has equal access to the History curriculum. The school reflects the principles from the statement on inclusion, in The National Curriculum Handbook for Primary Teachers in England.

These are:

* Setting suitable learning challenges.
* Responding to pupils’ diverse learning needs.
* Overcoming potential barriers to learning and assessment for individuals.

This policy has been reviewed with reference to equal opportunities, race equality and the Human Rights Act.

Children with Special Needs will be involved in all planned activities. Differentiation is considered during the planning process and may be by task, by outcome or by extra learning support, a range of alternative recording methods will be made available for children with special needs.

***Parental/Community Links/Church:***

Parents will be encouraged to be involved with their children’s work and projects. We are grateful to them for this involvement and their part in supplying useful artefacts for specific topics. They will also be encouraged to come to see the children’s work, which will be exhibited in the hall during our theme weeks.

Stillington and the surrounding area has a fascinating history. History is the ideal subject through which links with organisations, businesses and local people can be fostered.

***Health and Safety:***

Visits undertaken to enhance historical learning must firstly be sanctioned by the Head Teacher and then must be subject to a risk assessment to ensure the health and safety of pupils, teachers and helpers. Activities within school must also be assessed at all planning stages.

The policy has been written with reference to the Human Rights Act.

Policy written by: Mrs. Amy Harland

Policy approved by the Governing Body: 18th May 2022

Date for review: May 2024