

**St Joseph's Catholic Primary School, Worcester**  
*"Following Jesus in all we do"*

**History Policy**

**Contact details**

**Louise Nickless**

**St Joseph's Catholic Primary School,  
Chedworth Drive,  
Warndon,  
Worcester,  
WR4 9PG**

**Telephone: 01905 452772**

**Email: [office@st-josephs-pri.worcs.sch.uk](mailto:office@st-josephs-pri.worcs.sch.uk)**

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# St Joseph's Catholic Primary School.

## History Curriculum Policy 2015

### Historical Understanding

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

### Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

### Why is this area of learning important?

#### 1. Essential knowledge

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

#### 2. Key skills

The national curriculum for history aims to ensure that all pupils:

- 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 deploy 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 local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### 3. Curriculum Progression

#### EARLY PHASE

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**In Year 1 & 2, children will be taught these skills:**

- ❖ Knowledge of ancestry
- ❖ Understanding their own history (birth to age 7)
- ❖ Family tree
- ❖ To investigate primary historical sources (eg. Photos, birth certificates, war medals, information from grandparents)
- ❖ Significant dates and places
- ❖ How life has changed
- ❖ To use evidence (eg clothing, photos, artefacts) to identify the period of history in comparison to today
- ❖ To identify events related to that period of history
- ❖ To find out about the lives of significant people from the past and how their key achievements have contributed to change.
- ❖ To explore how people's ways of life, including their own, change with location and time.
- ❖ To identify changes in our locality.
- ❖ To ask appropriate questions related to the history of our school through photos, artefacts
- ❖ To form opinions based on evidence.

#### KEY STAGE 2

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- ❖ The movement and settlement of people in early history and the impact these have had
- ❖ To know the importance of archaeology and identify objects that could be found in the ground associated with the period of history
- ❖ To use secondary sources, through ICT, to identify early man-made objects
- ❖ To identify places and landmarks in Britain that date from the Stone Age to Iron Age (eg. Stonehenge, Silbury Hill, Skara Brae)

- ❖ To identify changes in our local area.
- ❖ To understand the methods of historical enquiry (eg. photographic evidence, changes in maps, interviewing people)
- ❖ To understand the concept of invasion
- ❖ To identify places in Britain that have Roman origins
- ❖ To identify the chronology Roman period (55BC-410AD)
- ❖ To identify lasting changes brought about by the Romans
- ❖ To understand the concept of invasion
- ❖ To name places with Anglo-Saxon origins
- ❖ To describe village life in Anglo-Saxon times (including art, culture, Christian Conversion and Lindisfarne)
- ❖ To know the characteristics features of a non-European society
- ❖ To know how evidence is used to make historic claims and understand why contrasting arguments and interpretations of the past have been constructed. (Class debate)
- ❖ To understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.
- ❖ To 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
- ❖ 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
- ❖ To make critical use of primary and secondary sources to support their understanding and explanations
- ❖ To use archaeology to explain key events and characteristics of the period of history and great civilisations. (eg. Rosetta Stone)
- ❖ To identify key locations and landmarks studied during topics.

#### **4. Cross-curricular studies**

- ❖ Children will have opportunities:
- ❖ a. To develop and apply skills of literacy, numeracy and ICT, particularly through using maps, charts and measurements in fieldwork and interrogating databases of information about people and services.
- ❖ b. To extend their personal, emotional and social development, particularly by learning to work collaboratively with others.
- ❖ c. To enhance their historical understanding through making links to other areas of learning in Art and Music associated with these periods of history.