

St. Martin's Catholic Primary School

History Policy

Statement of Intent

At St. Martin's, we believe that children should be taught to have an in depth and chronological understanding of time periods, people and events that have helped to change and shape their local area as well as their country. We also believe it is important for children to learn about ancient civilisations whose lasting impact has shaped the world to be that which children experience today.

We have designed our curriculum to ensure that there is intelligent repetition of key knowledge throughout the school. In EYFS and Year 1 they are taught in themes throughout the same year group relating it to their own timeline. In Year 2 they begin to look at history in terms of a wider timeline. In Key Stage 2 they are taught themes chronologically from the earliest to the most recent.

We intend for our history curriculum to be progressive with prior learning being revisited in later years ensuring a depth of knowledge is developed.

Alongside the aims and expectations set out in the National Curriculum, our History curriculum also offers opportunities for the children to:

- Be curious and feel inspired to know more about the past.
- Think critically, weigh evidence, construct arguments and come to their own judgements.
- Develop their ability to ask perceptive questions.
- Understand the complexity of people's lives.
- Understand how change happens and the impact this has on the future.
- Experience the diversity of different societies.
- To understand their own identity.

Statement of Implementation

History is taught throughout the year in blocks to help children to achieve depth in their learning.

In Early Years and Key Stage 1, the focus is on history of the more recent past, beginning with people and stories before moving onto looking at changes since the Victorians as well as people and events that are significant to the United Kingdom.

In Key Stage 2, each year group looks at a time period from British history, an ancient civilisation and their lasting impact on the world, as well as a study of local history or an event that extends their knowledge beyond 1066.

Our topics have been chosen to not only engage and excite our children about history, but also to ensure that what they learn is relevant to their lives and the area that they live in. We feel it is important for children to understand that the changes, events and people that they are learning about in history, have shaped the world that they live in today.

We feel that it is important for children to experience history using a variety of sources of information. In doing so, this enables children to understand the wealth of information that historians use to create a picture of the past. This allows us to enable children are taught to think like historians. We value developing children's cultural capital and we do this through a variety of means such as using historical artefacts, written sources, oral accounts, trips, visitors, and historical stories.

Statement of Impact

At St. Martin's, our history curriculum is driven by the acquisition of historical knowledge and we believe that it is important that historical knowledge is revisited to ensure retention is successful. To be able to do this, we have ensured that our topics are progressive and that there are links throughout our history topics to previously taught historical knowledge as well as other subjects. Through teaching progressively, we can also ensure that we can continue to assess previously taught knowledge to ensure that it has been retained for the long term.

To be able to monitor the impact of teaching, we undertake rigorous assessment to ensure that knowledge is embedded. Children are assessed

after each unit with the focus being on five pieces of knowledge that the children should have retained throughout the unit of work. Children who are able to retain these five pieces of knowledge are assessed as being at the expected level. Those children whose depth of knowledge is greater than these five statements are assessed as being at Greater Depth, with those unable to retain all five being assessed as Working Towards.

As well as historical knowledge, we also ensure that historical skills are developed throughout each unit. These underpin all of our history teaching with these skills being used to guide and aide the children in their learning of historical knowledge. Skills such as chronological understanding, historical enquiry and interpretation, understanding and communication as well as framing historical questions are all used to help children develop their historical knowledge and retain it for the long term.

Appendix 1

History Units taught within each year group

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	People around them	People's roles in society	Stories about the past
Y1 Changes – since Victorians	Toys	Houses and Home	The Victorians
Y2 Significant people and events	The Gun Powder Plot	The Great Fire of London	Florence Nightingale
KS2 themes	British History	Ancient Civilisations	Local History/ knowledge beyond 1066
Year 3	Stone Age and Iron Age	Ancient Egypt	Norton Priory (Local History)
Year 4	The Romans	Ancient Greece	The Tudors and the Reformation (beyond 1066)
Year 5	Britain's settlement by Anglo-Saxons and Scots	The Maya	The Industrial Revolution (links with canals in the local area & first railways)
Year 6	The Viking and Anglo-Saxon struggle for the Kingdom of England.	Legacy of Greek culture to the present day	WW2 – Battle of Britain (beyond 1066)