



St. Hubert's Roman Catholic Primary School

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St Hubert's History Policy



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St Hubert's RC Primary School History Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of History at St Hubert's RC Primary School.

Subject Statement

History teaching in the Primary School raises pupil's curiosity about the past in Britain and the wider world. Our curriculum has 4 main repeating concepts which provide opportunities for children to use, develop and build historical knowledge and enquiry. These are Migration, Justice/Equality, Childhood as well as Civilisation/Culture. Every unit will have a focus on one of these areas and the curriculum has been developed so that there are plenty of opportunities for children to gain a rich understanding of these repeating themes. History is about real people who lived, and real events which happened in the past. It is concerned with sequence, time and chronology and is the study of evidence about the past. If children are to understand the world in which they live, they need to explore the past and become aware of how the past has influenced the present. Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. All of this helps pupils develop a chronological framework for their knowledge of significant events and people.

Aims

The aims of History in this school are:

- To develop children's historical knowledge by providing children with a valid and stimulating experience of History.
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To encourage a lively and questioning approach which enables the children to enjoy learning about the past.
- Through the accumulation of historical knowledge and understanding, achieve the highest level of achievement possible for the children, taking into consideration maturity and ability.
- To learn about the major issues and events in the history of our own country and of the 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.
- Using our 4 main curriculum themes 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 our own.
- To distinguish between historical facts and the interpretation of those facts
- To develop rich historical enquiry skills.
- Provide opportunity for children to use and develop previous knowledge on the Key Concepts of; Migration, Justice/Equality, Childhood as well as Civilisation/Culture.

4 Repeating Key Concepts

Migration

Childhood

Justice and Equality

Civilisation and Culture

St Hubert's History Curriculum

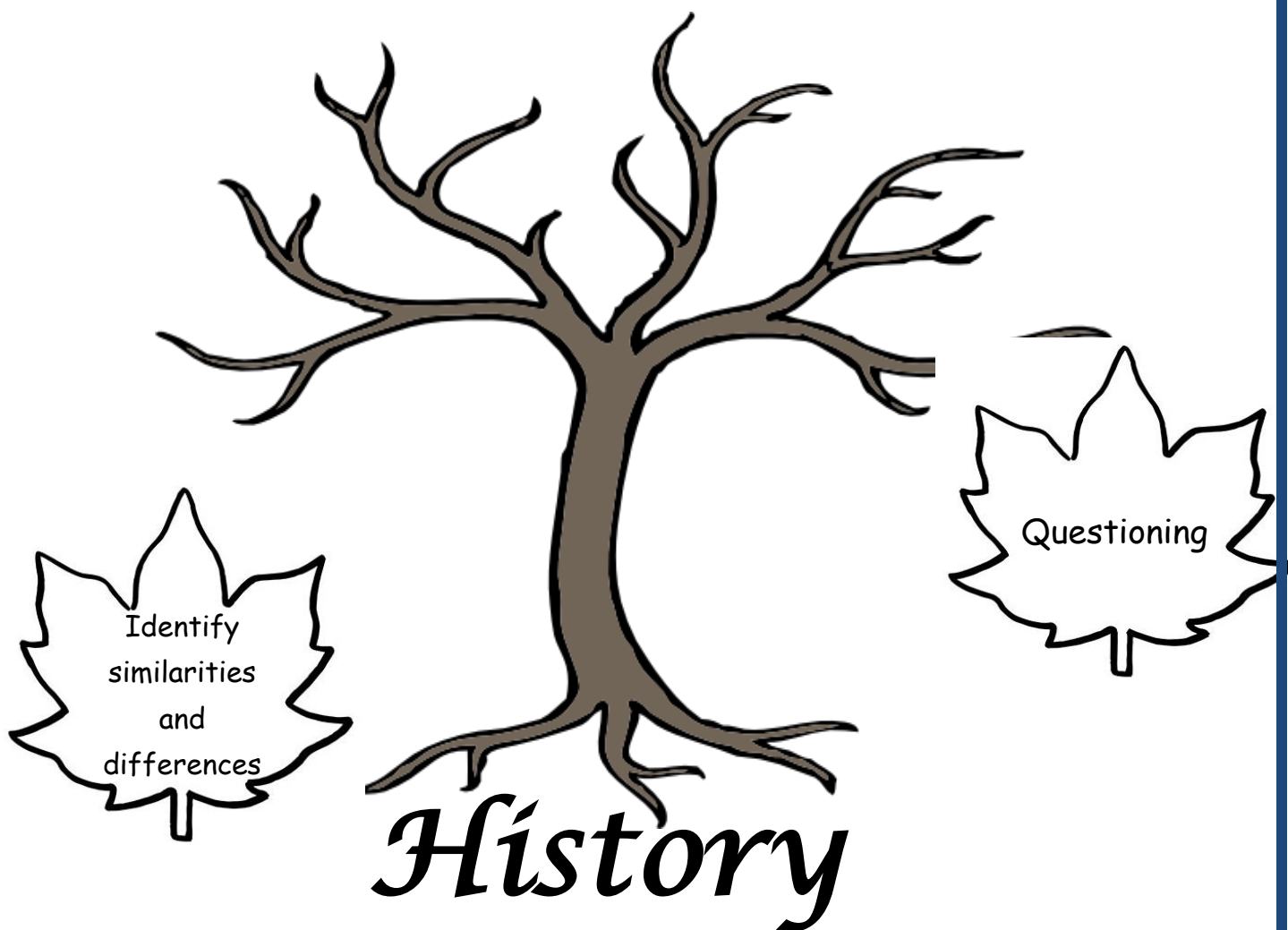
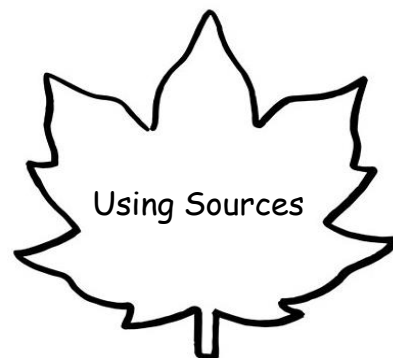
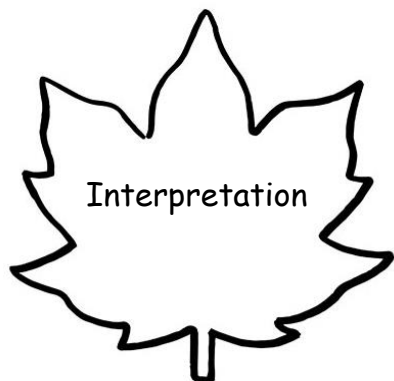
Migration

Childhood

Justice and Equality

Civilisation and Culture

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Teaching and Learning

At St Hubert's Primary School, we follow a skills based approach and there is a progression of skills related to each year group which is used to inform planning and assessment to ensure progression. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Individual teachers use the unit overview which contains a teaching sequence to plan half termly units (dependent on History being covered that half term). Teachers in accordance with the main overview and skills based progression document adapting and changing their plans if needed as the topic is taught to meet the individual needs of the children.

In teaching History, teachers will use a range of approaches including:

- Teacher guided sessions, where the information is provided
- Mixed ability group work where the children discuss problems in small groups
- Class discussion lessons where members are encouraged to join in with their personal opinions
- The use of adaptive teaching to ensure children of all ability levels can access the content.
- The use of role-play
- The integrated use of ICT within lessons
- The use of trips where possible
- History days/weeks
- The use of outside speakers with relevant experience

The National Curriculum for History has been spread over the different key stages to allow for progression and coverage.

Foundation Stage

History is delivered to Reception pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year.

Key Stage One

In Key Stage One, children are taught History on a half-termly basis, following detailed unit overviews which ensure national curriculum objectives are covered as well as key learning skills (KLIPS).

Year 1	
Chronology: • Recognise the distinction between past and present. • Order and sequence some familiar events and objects. • Identify some similarities and differences between ways of life at different times. • Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	Events, People and Change: • Retell some events from beyond their living memory which are significant nationally or globally. • Describe some changes within their living memory (including aspects of national life where appropriate)
Enquiry, Interpretation and Using Sources: • Make simple observations about different people, events, beliefs, and communities.	Communication: • Describe special or significant events. • Retell simple stories or events from the past. • Use simple historical terms.

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• Use sources to answer simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past.	
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Year 2

Chronology: • Order and sequence events and objects. • Recognise that their own lives are similar and/or different from the lives of people in the past. • Use common words and phrases concerned with the passing of time.	Events, People and Change: • Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • Develop awareness of significant historical events, people and places in their own locality.
Enquiry, Interpretation and Using Sources: • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events.	Communication: • Talk about what/who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through role-play, drawing and writing. • Use a variety of simple historical terms and concepts.

Key Stage Two

In Key Stage Two, children are taught History on a half-termly basis, following detailed unit overviews which ensure national curriculum objectives are covered as well as key learning skills (KLIPS).

Year 3

Chronology: • Use some dates and historical terms when ordering events and objects. • Demonstrate awareness that the past can be divided into different periods of time. • Explore trends and changes over time.	Events, People and Change: • Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age • Describe some aspects of the Roman Empire and recognise its impact on Britain. • Demonstrate knowledge of aspects of history significant in their locality.
Enquiry, Interpretation and Using Sources: • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist.	Communication: • Discuss some historical events, issues, connections and changes. • Select and organise historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology.

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- Describe some of the ways that the past can be represented.

Year 4

Chronology:

- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, People and Change:

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.
- Demonstrate more in-depth knowledge of the one specific civilisation.
- Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.

Enquiry, Interpretation and Using Sources:

- Discuss significant aspects of, and connections between different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Communication:

- Use sources to address historically valid questions and hypotheses.
- Recognise how sources of evidence are used to make historical claims.
- Recognise why some events happened and what happened as a result.
- Identify historically significant people and events in different situations.

Year 5

Chronology:

- Use dates and appropriate historical terms to sequence events and periods of time.
- Identify where people, places, and periods of time fit into a chronological framework.
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Change:

- Describe some aspects of Britain's settlement by Anglo-Saxon and Scots.
- Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.
- Describe key aspects of non-European society such as the early Islamic civilisation.

Enquiry, Interpretation and Using Sources:

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.

Communication:

- Discuss and debate historical issues.
- Use appropriate vocabulary when discussing and describing historical events.
- Construct response to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.

Year 6

Chronology:

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Change:

- Describe aspects of the Vikings and Anglo-Saxon struggle for the Kingdom of England in the time of Edward of the Confessor.
- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.

Enquiry, Interpretation and Using Sources:

- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.
- Recognise that some events, people, and changes are judged as more significant than others.

Communication:

- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing, and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

As there are only three classes in Key Stage 2 certain year group expectations may be taught in prior or subsequent year groups as best as possible.

History Non-Negotiables

1. History must be taught once a week half termly throughout school. History is taught in the first half term of each full term alongside Geography which is taught every second half term.
2. A History overview is in place and ensures each year group has no repeated learning (KS2 mixed classes). Teachers must follow this overview.
3. Each unit on the overview has a detailed unit breakdown including six suggested lessons that must be closely followed.
4. Assess children's prior vocabulary and pre-teach to those who need it. Particularly SEND, EAL and disadvantaged pupils.
5. Make children aware of the key repeating concept of the unit (Migration, Childhood, Justice&Equality and Civilisation&Culture) and allow children to share and build on this knowledge.
6. Use a unit title page to highlight the area of learning including any existing knowledge that the children have.
7. Begin a unit with a pre-unit assessment (title page) and at the end of the unit use KLIPS assessment from the unit overview.
8. Give opportunities for History lessons to be practical where children are engaging with a range of sources.
9. Use a variety of open questions to stimulate thinking.
10. Complete assessment for History using Target Tracker on a termly basis.
11. Encourage links across the curriculum.
12. Display newly discovered vocabulary and finding the definitions by asking a buddy, dictionary or the teacher. Provide opportunities for pupils to apply newly-taught vocabulary within activities.

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13. *Adapt activities so that all learners can access the History curriculum.*
14. *Aim to develop the children's sense of intrigue and curiosity with the past.*

Assessment, Recording and Reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation.

On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

Teachers will be using Target Tracker to assess the progress made by each child in their class. Each unit overview will have focussed assessment objectives.

Inclusion including meeting the needs of SEND pupils

History provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Work will be adapted appropriately and, where necessary the child may have the support of a TA or classroom helper.

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

Health and Safety

Before any school trip, a risk assessment will be carried out and submitted in accordance with the school's and Education Authorities guidelines.

Roles and Responsibilities

The Subject leader's role is:

- Review and contribute to teacher planning
- Prepare policy and develop policy
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitoring teaching and learning in History

The teacher's role is:

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- Consult detailed unit overview and teach exciting, stimulating History lessons.
- Use the unit overviews to ensure curriculum content is delivered.
- Use assessment to influence future planning.

Professional development and training

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. As curriculum has been changed, subject leader to work alongside and support staff with the new implementation of the curriculum.

Review

This History policy will be reviewed by the History subject leader in three years' time.
Date for next review of this document: **December 2026**.