



History Policy

Committee Name:	Curriculum
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Person responsible:	History Leader

"A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time."

National Curriculum for History

Purpose

At St. Fidelis Catholic Primary School we want to encourage everyone to grow in confidence to achieve their full potential. History has great value in helping children to develop their own identities through an understanding of their personal, local, national and world wide history.

Broad Aim

- To provide a curriculum which is broad, balanced, relevant, differentiated and exciting.
- To develop a sense of chronology and time by studying British History in depth.
- To develop a broader understanding of events through the study of ancient civilisations and the wide reaching effects of war.
- To understand the effects that individual people and events can have globally and make direct links and comparisons.
- To identify, select and use primary and secondary sources.
- To develop and use historical language correctly to interpret and analyse findings.
- To encourage children to suggest reasons, question evidence and consider different viewpoints.

Curriculum

The curriculum plan is drawn from the revised National Curriculum for History. History is taught over half a term and is planned using the 7 year plan which has been developed to ensure British History is taught chronologically. Teachers adapt and improve these topics through teaching History Mystery sessions and exploring primary and secondary sources of evidence. In the Foundation Stage, the curriculum plan is drawn from the EYFS Birth - 60+ months statements and the Early Years Learning Goals from the Foundation stage profile. A wide range of teaching materials and resources are available to challenge and stimulate children. These are found in classroom topic boxes, List of websites and through the current School MLE. Class trips, work shops and whole school events are also used to stimulate and excite curiosity.

Expectations

Across the curriculum, teachers include a range of higher level thinking skills through the use of the History skills Ladders. Younger children will focus on chronology and use of historical language to explain, compare and make links to own life. This is built upon each year, working towards analysing evidence to investigate and interpret findings. Children are encouraged to form their own opinions, question what they find, understand cause and effect and explain different historical interpretations.

Assessment

The Feedback and Marking policy is used to give immediate feedback and informs planning and ensure the progression of every child. At the end of a unit of work, Teachers use the Assessment Grids to record progress using statements: *emerging, expected and exceeding* to support leveling during and at the end of the year.

Quality Assurance

Each year group should expect to be monitored across the academic year. Forms of monitoring for History are: Planning to the 7 Year Plan, Lesson observation (formal and informal), Learning walks and PPR Pupil interviews.

History 7 Year Plan**Majority of staff teach History during the second half term**

Year Group	Autumn	Spring	Summer
Foundation Stages Nursery Reception	Talking about the past: Homes, communities and Families. Use Mystery Suitcase to introduce History Skills Ladder		
Year 1	Hands on History Archaeology and Dinosaurs!	Homes across time	Toys across time
Year 2	Nation's History: Florence Nightingale Isambard Kingdom Brunel	Nation's History: The Plague The Fire of London	Victorians-Comparing schools in the past
Year 3	Early Britons and Settlers- Stone Age	Early Britons and Settlers- Iron/Bronze Age	The Celts
Year 4	The Romans -Life and invasion	The Anglo Saxons 450AD	The Vikings in Briton 793AD
Year 5	Ancient Greece	The Tudors and Exploration 1485AD	Britain Since 1948
Year 6	Trans-Atlantic Slave Trade	Life in Shakespeare's time	Britain at War Everyday Life Evacuees Anne Frank (3 key lessons to be covered due to Year 6 commitments)

Overview of Skills Ladders

Level 1	I can put 3 events and objects in the correct order they happened / were made.	I can explain how the past is different from today.	I can recall some simple facts about an event.	I can give one cause of an event.	I can find answers to simple questions in a piece of writing.
Level 2	I can put 5 events and objects in the correct order they happened / were made.	I can use terms like century and decade.	I can use terms relating to the passing of time.	I can give more than one cause of an event.	I can answer questions about the past by looking at historical sources.
Level 3	I understand that the past is divided into different time periods.	I can identify main differences between different times in the past. I can find and explain similarities between different time periods.	I can use my knowledge to write about events in the past.	I can write about one or two causes of an event.	I can use a source to help me answer questions in sentences.
Level 4	I can write in detail to describe some of the main events, people and changes in the past.	I can write descriptions explaining several reasons for events, people and changes in the past.	I can select and combine information from sources to produce a structured answer.		I can explain that the past can be represented or interpreted in different ways.
Level 5	I can describe and make links between events and changes.	I can give reasons for the results and the changes that occurred, linking these to similar events.	I can identify the sources that are useful for answering a question.		I can suggest reasons for different interpretations of events, people and changes.
Level 6	I can describe and begin to analyse the different types of events and changes.	I understand that there were different types of causes for an event.	I can suggest the most important cause.	I can use sources of information to help me reach and support a conclusion.	I can describe and begin to explain different historical interpretations of events, people and changes.

Chronology	Sequencing, ordering, recall of events, time periods, key vocabulary
Explain	Thinking skills, linking and comparing events, give reasons
Evidence	Identify, select and use primary and secondary sources
Investigate	Describe, analyse, ask questions, self -motivate
Interpret	Suggest reasons, question evidence, different viewpoints

History Skills Ladder

Foundation Stage

When?

Who?

What?

How?

Why?

History Thinking Overview

When?

Chronology- Order the events.

Who?

Link and compare events using witnesses.

What?

Use the evidence.

How?

Describe, analyse and ask questions.

Why?

Suggest reasons, question the evidence and think about different viewpoints.

History Skills Ladder

STAGE 1

I can put 3 events and objects in the correct order they happened / were made.

I can explain how the past is different from today.

I can recall some simple facts about an event.

I can give one cause of an event.

I can find answers to simple questions in a piece of writing.

History Skills Ladder

STAGE 2

I can put 5 events and objects in the correct order they happened / were made.

I can use terms relating to the passing of time.

I can describe a time before I was born.

I can give more than one cause of an event.

I can answer questions about the past by looking at historical sources.

History Skills Ladder

STAGE 3

I understand that the past is divided into different time periods.

I can identify main differences between different times in the past.

I can find and explain similarities between different time periods.

I can use my knowledge to write about events in the past.

I can write about one or two causes of an event.

I can use a source to help me answer questions in sentences.

History Skills Ladder

STAGE 4

I can write in detail to describe some of the main events, people and changes in the past.

I can write descriptions explaining several reasons for events, people and changes in the past.

I can select and combine information from sources to produce a structured answer.

I can explain that the past can be represented or interpreted in different ways.

History Skills Ladder

STAGE 5

I can describe and make links between events and changes.

I can give reasons for the results and the changes that occurred, linking these to similar events.

I can identify the sources that are useful for answering a question.

I can suggest reasons for different interpretations of events, people and changes.

History Skills Ladder

STAGE 6

I can describe and begin to analyse the different types of events and changes.

I understand that there were different types of causes for an event.

I can suggest the most important cause.

I can use sources of information to help me reach and support a conclusion.

I can describe and begin to explain different historical interpretations of events, people and changes.