



St Mary's Catholic Federation, Carshalton

Learning, playing and growing together in the love of Jesus

HISTORY Policy (Curriculum) (Bi-Annual)

This policy is to be read in conjunction with the following policies: Assessment, Teaching & Learning, Inclusion, Health and Safety, Equal Opportunities and Safeguarding & Child Protection policies as well as the Curriculum Overview statement.

**Author: History Subject Lead
Committee: SLT
Date Prepared: November 2021
Date Approved: March 2022
Date of Review: November 2024**

Approved by Full Governing Body Date:

Chair of Governors.....

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Junior School: Miss M Kenny

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Safeguarding Deputies: (Infants) Mrs S Hulme & Miss E Bryant and (Juniors) Mrs S Hulme & Miss F Sullivan

Governor designated safeguarding officer: Mr T Richmond

"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

Intent:

'Igniting pupils' curiosity so that they can learn from the past to understand the present and inform the future.'

Teaching history is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world.
- The information handling skills of analysis and interpretation developed through the study of history have a wide application in everyday life.
- Historical awareness facilitates responsible participation in society.

Implementation:

KEY STAGE 1

The Infants learn through a topic based curriculum . There is at least one historically focussed half term topic per year group, but the teaching of history skills is continuous all year long. In Year 1 the history focussed topic is Bright Lights , Big City (Great Fire of London) in Autumn 2 and in Year 2 it is Towers, Tunnels and Turrets (Autumn 2)

In Key Stage 1, 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.

Pupils are taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past
- significant historical events, people and places in their own locality.

KEY STAGE 2

The Long Term plan in the Junior school has been organised so that the history of Britain

is taught chronologically from Year 3-6:

Year 3- Changes in Britain from the Stone Age to the Iron Age
Roman Empire and its impact on Britain

Year 4- Britain's settlement by Anglo-Saxons and Scots
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of
Edward the Confessor (Autumn 2- Spring 1)

Year 5- Tudors - A local history study (Autumn 1, Autumn 2,
Spring 1)

Year 6- Childhood from the Industrial Revolution to today - A study of an aspect or
theme in British history - (Spring 1, Spring 2, Summer 1, Summer 2)

The World History units of Ancient Egypt, Ancient Greeks and the Mayans are taught
chronologically from Years 4-6:

Year 4- The achievements of the earliest civilizations - an overview of where and when the
first civilizations appeared. Depth study of Ancient Egypt (Spring 2, Summer 1,
Summer 2)

Year 5- Ancient Greece - a study of Greek life and achievements and their influence on
the western world (Spring 2, Summer 1, Summer 2)

Year 6- A non-European society that provides contrasts with British history - Mayan
civilization c. AD 900 (Autumn 1, Autumn 2)

We do not teach all the units chronologically as this would create an imbalance in world/
British history over the year groups.

The skills of 'understanding chronology', 'range and depth of historical understanding',
'interpretations of history', 'historical enquiry' and 'organisation and communication' are
taught progressively over the Junior school. Each skill is identified on the Medium Term
Plan and is taught explicitly so that the skills can be applied across other curriculum areas
too.

The Junior school teaches each history study unit with as many cross curricular links as
possible. Approximately 45 minutes a week is spent on the discrete teaching of history
with time in each year group planned for a History trip. History will be the main topic from
which other subjects are planned for some of the half term units, but not the main focus
for all of them.

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.

Impact

As a result of the high quality teaching of history at St Mary's, children have a love of learning about history and are confident to ask questions and know where to look to find the answers. They are confident in a range of historical skills which they are able to apply in other curriculum areas.

Monitoring and Evaluation

Books and planning documents are regularly scrutinized by the coordinator and SLT. The coordinator meets with teachers to ensure that they are confident with the area of history that they are teaching and advises as necessary.

Sources and references:

National Curriculum 2014

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