



History Policy

The History Curriculum at Our Lady of Lourdes

At Our Lady of Lourdes, our History School Policy is developed in accordance with the National Curriculum for History (2014) and The Early Years Foundation Stage Statutory Framework (2014) - Understanding of the World: People and Communities. Throughout this Policy, the term 'History' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum History for Key Stage 1 and 2.

Our school implements the curriculum through discreet history lessons, although links with other subjects are encouraged. Foundation Stage planning for Knowledge and Understanding of the World shows how we engage our Reception and Nursery children in discussions about past and present events in their own lives and in the lives of family members. This shows how History fits into our whole school organisation and how we have linked blocks of work, so that they are more meaningful and contextualised.

Planning for History ensures that topics and objectives are covered, that the subject receives its correct time allocation and that allow progression over the key stage. Teachers plan work to cater for all abilities, including provision for pupils who are 'More Able & Talented' or those who have 'Special Educational Needs'.

Purpose of study

At Our Lady of Lourdes we believe that children should have both an enjoyment and interest in finding out about the past, as well as an understanding both of events then, and how they impact on us today. History is about the people who lived in the past. In many ways History is the people's memory. The way we live today is because of the peoples and events of yesterday.

History aims

- know and understand the history of Britain 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.
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Subject content:

Early Years Foundation Stage

Early Years Foundation Stage Understanding of the World involves guiding children to make sense of their physical world and their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

For History, Understanding of the World includes the following areas:

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now,
- drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in
- books read in class and storytelling.

When teaching Understanding of the World in EYFS, enabling environments should be well planned and paramount to the lesson.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There should be elements of:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage One

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 planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage Two

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. 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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- a local history study

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Teaching and Learning

A variety of methods are to be employed in the teaching of History, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the History Curriculum is constantly made interesting, interactive and alive.

Teachers should:

- When planning work, take account of the needs and abilities of all their pupils.
- Use the children's own experiences and interests as a starting point.
- Use a variety of resources and approaches.
- Help children to draw their own conclusions and interpretations, based on the evidence they investigate.
- Allow children to communicate what they have learned in a variety of ways, including spoken, visual, written, drama, and role-play.
- Ensure that children's knowledge, understanding and skills show progression across the Key stages.

Methods for teaching and learning may include:

- Knowledge given by the teacher
- Use of the local environment and infrastructure for local history studies
- Creative activities, e.g: building models
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. Museum
- Use of ICT – Research on the internet as a secondary source.
- Use of relevant books, pamphlets, leaflets, maps, postcards etc.
- Role play and drama to create empathy.

Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and reporting

We use both formative and summative assessment information in history. Teachers allow for assessment to be made during the course of a History lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. Teachers use assessment information to inform their short-term planning and address misconceptions in subsequent lessons. This helps us provide the best possible support for all of our pupils. At the end of each unit of work in EYFS, Key Stage 1 and 2, teachers will record achievement of pupils using our school assessment procedures for History. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

This Policy will be reviewed by the History Subject Leader following consultation with the Curriculum Lead 2025.