



## Holy Trinity CE Primary School

### Holy Trinity CE Primary School History Policy

Holy Trinity CE Primary School is striving to be a fully inclusive school that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically, socially and to achieve their full potential within a safe, happy Christian school family.

'Life in all its fullness' - John 10V10

### **'Growing and Learning in Christ, through Faith, Family and Friendship.'** John 10 V 10 - 'Life in all its fullness'

#### **Introduction**

At Holy Trinity CE Primary School we are committed to providing all children with learning opportunities to engage in history. This policy reflects Holy Trinity CE Primary School's values and philosophy in relation to the teaching and learning of history following the National Curriculum Programme of Study for History. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

#### **Philosophy**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time, and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural, and economic relationships. History fires the children's curiosity about the past in our local area of Burnley, Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils 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. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

#### **Aims and Objectives**

The aim of history teaching here at Holy Trinity CE Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving whilst also widening their use and understanding of historical vocabulary.

**The aims of history in our school are:**

- that we build on children's prior learning through repeated encounters of Substantive Concepts (First Order Concepts) and Disciplinary (Second Order) Concepts.
- that progress in history is developing knowledge and is not memorising facts
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, including our local area, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop the ability to empathise with people in different situations and cultures and promote a caring, sympathetic and understanding attitude to the needs of others, thus fostering spiritual and social growth.
- to be able to distinguish between fact and opinion.
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- gain and use a wide range of historical terms and vocabulary

**Objectives:**

- To provide a range of sources of information to enable the children to learn about the past.
- To give opportunities for the children to raise their own questions.
- To study history from a range of perspectives.
- To use different teaching and learning styles appropriate to pupils and the topic being taught.
- To provide the children with school trips and artefacts to help deepen their historical understanding.

**Curriculum**

The curriculum is designed to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The topic areas were chosen considering the National Curriculum, the interest of our pupils, our local history and meaningful cross-curricular links. We teach through clarity and precision, starting new topics with a question, artefacts and 'hooks' to capture children's interest and curiosity. Our spiral curriculum encounters increasing complexity and skills whilst reinforcing children's previous learning. We have chosen to cover the Substantive Concepts (first-order) of Childhood, Migration, Civilisation, Justice/Equality, and Local History. We teach children through carefully matched disciplinary concepts. The Disciplinary Concepts (second-order) are cause and consequence, change and continuity, historical significance, similarity and difference, sources and evidence and finally interpretations.

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We are very fortunate in that our school is situated within an area of rich historical heritage. Therefore, we aim to provide first hand experiences which include class visits in the local area through our topic 'Brilliant Burnley'. Studying local history is central to our vision and is incorporated across both key stages, for example Year 2 study Alfred Victor Smith VC, originally from Burnley and Year 4 visit Burnley Town Hall and learn about the role it played in local justice. Progress in History is though developing and building on previous knowledge and is not memorising disconnected facts.

### **Early Years Foundation Stage**

In the Early Years Foundation Stage we encourage children to talk about members of their immediate family through family history topics such as '*Who is special to me?*' We encourage the children to name and describe people who are familiar to them within our local community including the school community. We present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. We offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. We frequently share texts, images, and tell stories that help children begin to develop an understanding of the past and present such as '*Welcome*' by Barroux and '*Coming to England*' by Floella Benjamin.

### **Key Stage 1**

During Key Stage 1, children develop an awareness of the past, using common words and phrases relating to the passing of time and build on a wide vocabulary of everyday historical terms. The pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in their own locality, Britain and the wider world. They listen, and respond to stories, (such as in Year 2 children read *The Great Fire: A City in Flames* by Ann Turnbull as part of their work on The Great Fire of London) and use sources of information to help them ask and answer questions. They learn how the past is different from the present and identify similarities and differences between ways of life in different periods. They develop an understanding of where the people and events they have studied fit within a chronological framework.

### **Key Stage 2**

During Key Stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized such as through topics such as Brilliant Burnley where we learn about local history but also Colourful Characters where we have cross-curricular characters from subjects such as Rosa Parks and Martin Luther King from Religious Education.

### **The contribution of history to other subjects-**

### **English**

History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature such as *Anglo Saxon Boy* by Tony Bradman in Year 4. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Discussion, drama and role-play are an invaluable means of developing children's understanding of different viewpoints and perspectives.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

### **Computing**

Children use Computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. This includes challenging the popular pupil perception that the internet is the fount of all truth and to check the reliability of sources. Children have the opportunity to use the iPad to record and use photographic images. Teachers are encouraged to use video extracts as 'components' of their lessons to 'hook' the children and gain their interest.

### **Spiritual, moral, social and cultural development**

History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. When teaching history, we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong. Children learn about how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multicultural society.

### **Teaching and learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past including visitors in role through Lancashire Outreach. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. A variety of teaching styles are used such as, teacher presentations, role play, storytelling, question and answer sessions, interesting artefacts and visits to sites of historical interest.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

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- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

### **History curriculum planning**

At Holy Trinity CE Primary School history is taught through a thematic approach, which links to other curriculum areas e.g. English, Art and Design, Design and Technology, Geography and Computing. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term, with a sequence of lessons building on our spiral curriculum.

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the history curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Inclusion**

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **Able, Gifted and Talented**

Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate ideas and the historical vocabulary they use.

### **Progress and Achievement**

Lancashire Tracker is used on an annual basis to input data and check children's progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example lesson exit tickets which are placed in the 'Big Book' for children to look at and refer back to.

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### **Assessment and Recording**

At Holy Trinity CE Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. After each unit of work there will be an assessment lesson linked to a question, for example, in the Year 1 unit of toys an assessment question linked to the Substantive Concepts (First Order Concepts) of Childhood and the Disciplinary (Second Order) Concept: Similarities and Difference would be asked such as 'How are the toys you play with similar/ different to toys in the past?'. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

### **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, through a book scrutiny and pupil voice.

### **Roles and Responsibilities**

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the History Curriculum Leader. The work of the History Curriculum Leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History Curriculum Leader also runs a History Club, with help from the history Governor, based on the children's needs and interests.

### **Resources**

The History Curriculum Leader is responsible for maintaining the history resources. The library contains a good supply of topic books to support children's individual research. Visits and visitors are planned to enhance learning and give hands-on activity such as Lancashire Outreach run workshops for us each academic year and our History Governor, Mr Bell is invited in to help us with our work.

Updated September 2023 by Mrs. R Law.