



History Policy 2020- 2021

St. Michael in the Hamlet Primary School

S.M.I.T.H

Safe, **M**otivational, **I**nclusive, a **T**eam and **H**appy

Intent

The intent behind our History curriculum at S.M.I.T.H is to provide our children with a broad and balanced understanding of History. The topics we cover are taken from the National Curriculum (2014). Our History curriculum aims to inspire, motivate and engage all children throughout the school and inspire them to be curious about the past.

We are passionate about children learning about a range of topics and understanding world history as well as British and local history. We want children to appreciate different viewpoints on historical events and to consider the reasons different people may have different points of view and respect them.

Implementation

History topics contribute to some of the Creative Curriculum topics covered in KS1 and KS2. The teaching of History will allow pupils the opportunity to further understand the Rights of the Child covered through our work as a Rights Respecting School; empower children to participate fully in Philosophy for Children activities; learn about a diverse range of history; as well as teaching them the knowledge and skills required of these areas of the curriculum.

Early Years Foundation Stage

The teaching of history starts in The Foundation Stage. As children become more aware of the concept of the past, we discuss their lives as a baby and a toddler and look at photographs to show their progression. We use the language of time to create a sense of past, present and future and the children have access to our floor books to recall what they have done in the past. We follow children's interests e.g. if a pupil is particularly interested in a historical figure. We take part in whole school activities such as Remembrance Day and include activities linked to the past in our home/school diaries. We extend children's vocabulary, linked to history.

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Key Stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 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 – 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 2

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance through Oracy and Philosophy for children activities. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Impact

The impact of our teaching of History is to spark curiosity about the past. We want children to feel passionate about History and have a passion for discovery about key events, different periods of time and different civilisations. This will encourage the children to compare and contrast their own lives to those of

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people from different cultures and eras. Our teaching will also enable children to understand chronology and the breadth of History, allowing them to understand and appreciate that different civilisations crossed over. Our teaching will ensure that our children become well-rounded and empathetic to ancient and more recent civilisations who may have faced different challenges to those we have today.

Reviewed September 2020

Next review date: October 2021

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