



# Much Woolton Catholic Primary School

*'With Jesus we Love, Learn and Grow'*

## School Policy for History

Approved by the Governing body in October 2023

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher

To be reviewed and revised in October 2025

# MISSION STATEMENT

## With Jesus we Love, Learn and Grow

### To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values. (Christ centred)
- Provide opportunities for all to grow and achieve their full potential, by igniting a desire for lifelong learning. (Education)
- Be a beacon of light that shines out to others, sharing faith, hope and love. (Community)

### Objectives:

#### (Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

#### (Education)

- Provide a stimulating curriculum, which is fun, challenging and relevant to the needs of our children.
- Value all our pupils and staff, appreciating their uniqueness and individual talents, enabling them to develop these to the full.
- Have high expectations of ourselves and each other, in all that we do.
- Ensure that all children reach their full potential through effective planning, assessment and evaluation, which will inform their next steps.

#### (Community)

- Create a positive atmosphere where all feel valued and are welcomed into our school community.
- Develop positive links between the school and parish community.
- Learn about and appreciate other faiths and cultures.
- Use our talents as responsible citizens to enrich the lives of others in our local and the global community.

### **How is History a sacred subject?**

History encourages all learners to discover the truth of the past and to have a deep understanding of the present, which in turn will enable them to make informed and wise decisions for creating a better future. History helps students find their place in the story of humankind. Students are helped to develop critical thinking skills as they delve into the rich variety of available sources. Learning to analyse and critique information and data encourages the ability to discern facts and reach conclusions, matching evidence with truth. Learning from the past helps to facilitate a better future for the common good of all God's people.

### **Our vision for History**

At Much Woolton, we aim to stimulate children's interest, curiosity and knowledge of the past. Through the delivery of an effective curriculum, pupils will gain a deep understanding of key historical time periods, both within Britain and the wider world. Children will be taught how the world they live in has been shaped by historical events and they will develop an awareness of changes within living memory and how this impacts the world around them. Teaching of History at Much Woolton places an emphasis on the importance of enquiry skills and will equip children to ask questions, think critically, weigh evidence and develop perspective and judgement based on a variety of informative sources.

### **Our aims for every pupil**

All children should be provided with opportunities to develop historical enquiry skills which enable them to use different sources to ask and answer historical questions. They should also be supported to develop a sense of chronology and be encouraged to map their understanding of historical time periods into timelines. Connections should be continuously made between existing knowledge and new learning to support children to build schemas and gain historical perspective by placing their growing knowledge into different contexts. Each child should understand the similarities and differences between their own lives and those of others they learn about.

Learning should include significant events in British history, considering these in terms of change and continuity, and children should be encouraged to understand how Britain has influenced the wider world. Alongside this, children should have knowledge of ancient civilisations and societies both within and outside of Europe. Teaching should also enable pupils to describe some significant people and events, using dates and historical terms appropriately, giving reasons for situations and changes.

### **Planning and teaching**

The teaching of History focuses on enabling children to think as historians. History is taught in blocks throughout the year and planning for Year 1-6 is taken from Oxford Owl. Units of work are adapted by teachers to ensure lessons are streamlined so that the children achieve depth in the key learning outcomes (identified within each lesson). Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. As part of developing their understanding of the world, children in EYFS will begin to talk about their lives and learn about the lives of others as well as their roles within our society. They will also gain an understanding of key differences between past and present day through characters and events they discover in class stories.

Across the school, we place an emphasis on examining historical artefacts and primary sources where possible. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. With this in mind, we aim to provide

opportunities for children to visit sites of historical significance and encourage visitors to talk about their experiences of events.

### **Assessment and feedback**

At the beginning of each unit of work, children are assessed for their existing knowledge relevant to that particular topic. This formative assessment is then used to inform planning by identifying any common misconceptions as well as any gaps in historical knowledge. At the end of each unit of work, pupils are assessed again to gain an insight into their progression within the unit. See marking policy for specific guidance relating to feedback during individual lessons.

### **History in EYFS**

The Early Years Foundation Stage (EYFS) follows the 'Statutory framework for the early year foundation stage' which aims for all children in reception to have an 'Understanding of the World' by the end of the academic year. Every morning begins with discussing what day it was previously and what day it is today. Visual timetables begin to introduce chronology to children, encouraging them to order the events of the day. Children are encouraged to talk about and share experiences within their living memory and stories are shared to build understanding of the past. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

### **History in Key Stage 1**

Pupils should cultivate an understanding of historical contexts by using everyday language related to the concept of time. They should know where the people and events they study fit within a chronological framework and be able to identify similarities and differences between ways of life across different periods. KS1 pupils should be encouraged to develop a rich historical vocabulary which supports them in asking and answering questions, using stories and other sources to demonstrate their understanding. Finally, pupils are expected to understand some of the ways in which we find out about the past and identify different ways in which historical information can be portrayed.

### **History in Key Stage 2**

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 and that different versions of past events may exist, giving some reasons for this.

### **Use of resources**

Children have access to a range of resources/artefacts to assist in their historical enquiry. We also have links with local museums who can offer schools specific topic packs. Resources for both Key Stages will be stored in a secure location and children are not to return these unsupervised. Children should be taught to use a diverse range of resources/equipment appropriately and independently. Teachers will ensure that resources are available when they are needed and stored in the correct way. They will also

notify the History co-ordinator if any resources are damaged or running low. Resources will be audited and monitored by the History Co-ordinator each year.