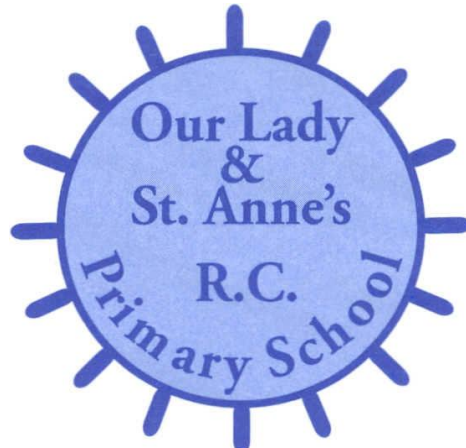


History Policy

2017-18



Our Light Shines Always

We want the best teaching, the best opportunities and the best support and encouragement for every child.

We are a friendly, happy, Catholic school, where everyone is valued for their individuality and special gifts.

Named personnel with designated responsibility for : History

Academic year	Designated Lead	Chair of Governors	Review Dates
2017-18	Debbie Pickering	Christine Baker	January 2018

Safeguarding Statement:

At Our Lady & St. Anne's RC Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne's RC Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

The aim of history teaching here at Our Lady and St. Anne's R.C. Primary is to stimulate the children's interest in, and understanding of, the past. We teach children a sense of chronology, through which they develop a sense of identity and a cultural understanding of their historical heritage. By doing this they learn to value their own and other people's cultures in modern multicultural Britain. In our school, history makes a significant contribution to citizenship education as we teach about the developments of our current democratic society. 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.

Outcomes

Through our teaching of history we aim:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that the study of history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to ensure pupils develop a sense of chronology – applied to worldwide as well as national events;
- to ensure pupils know and understand how the British system of democratic government has developed thus contributing to citizenship education;
- to help pupils to understand how Britain is part of a wider European culture;
- to assist pupils 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 in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage children are given the opportunity to visit sites of historical significance. We encourage visitors to come in to school to talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. There is a clear focus on developing children's ability to understand that there are often different interpretations for historical events and to question the accuracy of information from different sources.

Differentiation

We recognise the fact that in all classes, there are children of widely-differing abilities in studying 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:

- 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
- focusing on the development of historical skills - not just knowledge.

History Curriculum and Planning

We use the national scheme of work for history as the basis for our curriculum planning in history - choosing topics that are suitable for each year group.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work, so that the children's understanding is increasingly challenged as they move up through the school.

The history topics studied in each term during each year group are detailed on the Yearly Curriculum Map. The history subject leader works with colleagues on the short and medium term planning of the subject. We teach the knowledge, skills and understanding of the subject as set out in the National Curriculum.

EYFS

We teach history in EYFS as an integral part of the topic work relating to this aspect of the objectives in the Early Learning Goals. History makes a significant contribution to the E.L.G. objectives through developing a child's knowledge and understanding of the world using activities such as: dressing up in historical costumes; role play linked to different historical periods; looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Cross Curricular Links

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature for example when studying Anne Frank's Diary and Goodnight, Mister Tom. Children develop oracy skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children's understanding of numbers helps to develop a sense of chronology as they apply this to work on timelines of increasing complexity. Children also learn to interpret information presented in graphical or diagrammatic form.

Computing

Through our membership of Find Your Past, The National Newspaper Archive and the Historical Association pupils have the opportunity to develop their historical research skills using primary source materials. The internet is also used as a general research tool and the findings of individual and group projects are communicated through different media.

Citizenship and PSHE

History contributes significantly to the teaching of citizenship and PSHE. Children develop self-confidence by having opportunities to explain their views on a number of historical social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize 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. Many aspects of historical study contribute to an improved understanding of British Values.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible, for example during our Never Forgotten project commemorating World War 1. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History teaching and S.E.N.

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 of learning and understanding in this subject area focuses on progress as well as attainment.

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum requirements. The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

There is a range of resources kept in school for each unit of study and these are supplemented by the use of online resources such as Find Your Past, the National Newspaper Archive and resources from our school membership of the Historical Association.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject 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 subject leader gives the Headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.