



ST CATHERINE'S C of E PRIMARY SCHOOL

HISTORY POLICY

This policy reflects St Catherine's School's values and philosophy to the teaching and learning of History. History teaching in the Primary School is about developing thinking and learning skills, enabling learners to develop a sense of personal identity and an understanding and respect for other cultures and points of view. It helps them to appreciate the problems of the past and how attempts were made to deal with them. It provides an opportunity to understand the bearing that the past has on the present, and the future. To be a good historian, children need to know about sources, to gather evidence and to reflect critically on the material they have gathered.

Aims

Through our teaching of history we aim to-

- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- give pupils opportunities to develop an awareness of the past, using common words and phrases relating to the passing of time;
- develop children's secure knowledge and understanding of chronologically and understanding of British, local and world history, establishing clear narratives within and across the periods they study;
- support students with their understanding of where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods;
- provide a broad, balanced and progressive history curriculum based on the entitlements of the National Curriculum, taking into account individual needs and interests;
- provide a stimulating, well resourced, safe historical environment which will harness the children's curiosity about the past and stimulate their love of learning;
- ensure that children understand that history has shaped all aspects of life and learning
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- encourage children to respond with open mindedness and sensitivity to the ideas and concepts of other times and places;
- foster feelings of interest and involvement with others in different times and places;
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

We also hope to:

- improve pupils skills across the curriculum, especially in Literacy, Numeracy and ICT
- develop thinking skills
- develop pupils as active citizens
- promote awareness and understanding of spiritual and moral issues.

Entitlement

History is one of the foundation subjects established by the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. Pupils are given a range of different learning opportunities within a creative content. It is important that the children are encouraged to investigate, to undertake practical historical analysis and to use drama to re-create historical situations. Teaching methods such as demonstrations, research, storytelling, should also be employed where appropriate.

Expectations

During the Foundation Stage:

Children in Foundation 1 (Nursery) and 2 (Reception) will explore history through the area of learning entitled Understanding of the World; People and Communities.

By the end of Key Stage 1, most children will be expected to:

- recognise changes in living memory (linked to aspects of national life where appropriate);
- find out about the lives of significant historical figures, including comparison of those from different periods;
- explore the lives of significant local people;
- be aware of key events – e.g. Bonfire night, events of local importance.

Children are encouraged to reflect on their own childhood and those of their parents, access creative resources, appraise and modify their work on a daily basis. Resources are the key to effective practice and children are encouraged to think and work independently.

By the end of Key Stage 2, most children will be expected to:

- explore British History (taught chronologically) – Stone Age to Iron Age, Roman Empire and impact on Britain, Anglo-Saxons & Vikings, Ancient Greece including an extended period study;
- broader (non-European society) history study;
- a local history study.

Programmes of Study

History is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on:

- teaching concepts, skills and knowledge through a variety of approaches including visits, use of sites and primary evidence;
- providing opportunities for pupils to practice the skills necessary for systematic historical investigation;
- identifying, promoting and reinforcing positive historical attitudes and encouraging children to use historical facts to back up their opinions;
- planning taking into account children's abilities, interests, previous knowledge and experiences to ensure appropriate coverage and progression;
- relating historical situations to modern day life wherever possible.

Teaching and learning style

Children are taught in their normal class group for history and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning historical work teachers are mindful of the ways in which pupils learn. The teaching of history reflects different teaching and learning styles to ensure full inclusion, such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions.

Planning

In our school we plan History as part of our Inspire Curriculum and the aims and objectives are covered presently through the topics in our long term plan, as well as special themed activities such as trips to areas of local interest as well as visitors to the school. Medium term planning is laid out for each class year groups. Learning activities should be sequenced to ensure progression and continuity throughout the school.

Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. Children are encouraged to take part in a range of self-assessment and evaluation activities such as peer marking and noting achievement against objectives and success criteria, the '*What I'm Looking For...*' statements. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work and edit where appropriate.

Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their historical work, all pupils have opportunities to use ICT and a variety of data, such as books and artefacts where this serves to enhance their learning.

The Role of the Subject Leader

- To undertake monitoring of standards in history and use this to inform the history action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on history-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Monitoring and Evaluation

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of history in our school:

- class teacher and teaching assistants
- headteacher
- external inspectors
- History co-ordinator

Monitoring may be through a range of methods including:

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Staff discussion and feedback

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

S.E.N.D

Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities.

Health and Safety

Before any field study, a risk assessment will be carried out and submitted in accordance with the school's outdoor education policy and Education Authorities guidelines.

This policy will be reviewed annually