



St Mary's Catholic Primary School History Policy

Person Responsible: Mrs D Whitewood
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Approved by Governors:

Introduction

We believe that history is important within the curriculum because it helps us to understand how the present has been shaped. It involves the important issues of human diversity and the differing beliefs, cultures and values of different people and societies. What we learn can influence our decisions, attitudes and values, and lead to a better understanding of ourselves as individuals and as members of society.

History is one of the National Curriculum Foundation subjects. This policy has been compiled by the teaching staff at St. Mary's to promote a consistent approach throughout the school.

The following will be implemented by each member of staff with the co-ordinator, Head teacher and Governing Body taking the overall responsibility.

Our aims

We want our pupils to:

- make sense of and arouse interest in Britain's past and that of the wider world
- have a clearer understanding of the present, through learning about the past and as they mature to clarify their own attitudes and values in context
- appreciate the social, religious, political, cultural, and ethnic diversity of societies
- use a variety of sources and as the children mature to begin to critically question evidence
- develop the range and depth of their historical knowledge and understanding
- engage in the process of enquiry
- develop self-confidence through their own judgement

Cross - curricular

As well as making its own distinctive contribution to our school curriculum, we recognise that history also contributes to the wider aims of primary education including developing skills in Literacy, Mathematics, Art, Music, PE and Computing. History at St Mary's provides opportunities to contribute towards PSHE and Citizenship education.

Moreover, we believe that learning history provides an important context for the development of pupils' key learning skills, particularly communication, application of number, working with others, problem solving and thinking skills – information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.

Objectives

These objectives are derived from the aims. They guide planning, form the basis of both evaluation and assessment. They are based on the National Curriculum key elements and the attainment target.

KS1

Children should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- 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
- Significant historical events, people and places in their own locality

KS2

Children should be taught about:

- people and important events and developments from recent and more distant times, making links across different periods of history
- different aspects of local, British and world history
- why things happened or changed and the results
- carrying out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways
- chronology and historical terms when talking or writing about the past

Scheme of Work

A scheme of work is operational within our school, devised with careful reference to The Early Learning Goals and The National Curriculum Programme of Study. This ensures breadth, balance and promotes continuity and progression.

In the Foundation Stage, history is developed through the topics.
(See Early Years Goals and Policy.)

In Key Stage 1 history is taught in a clearly identified way through topics, to a notional time of 20 hours over three terms, although it is likely to amount to more than this because of its cross-curricular nature.

In Key Stage 2 we teach blocked units, on average two units in the course of the year which amounts to approximately 30 hours over three terms. Cross curricular work is in addition to this time.

Relevance

We will also respond to the experiences of the pupils and their families, important dates, anniversaries, national remembrances, special events and Black History Month in October.

Planning for progression

By the end of each Key Stage, most pupils will achieve the expected standard for that year group and some the higher standard.

Progression relating to knowledge, skills and understanding, is carried out with reference to the level descriptors in the attainment target and the "Breadth of study" found in the programme of study. This is guided and monitored by the co-ordinator.

Using the 2014 National Curriculum as a guideline, we work towards progression in:

- chronological understanding
- knowledge and understanding of events, people and changes in the past
- interpretation
- historical enquiry
- organisation and communication

Planning the topic units is the responsibility of the teacher and planning with a year group colleague helps us to ensure consistency within our school. This planning is available for inspection by the co-ordinator, to ensure coverage of the programme of study and progression in pupil learning.

Equal Opportunities

We believe that all pupils should be seen as individuals and in accordance plan activities to challenge and involve all pupils to enable effective and appropriate learning. We select resources which avoid stereotyping and bias towards gender or role, in favour of those promoting equal opportunities.

Meeting individual needs

We have high expectations for all our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic backgrounds and those from diverse linguistic backgrounds.

We aim to set effective learning challenges for all our pupils. Classroom work needs to be differentiated to meet the needs of all pupils in the class by varied activities and clearly identified learning outcomes. This may require different starting points for different abilities.

Some may require help to overcome potential barriers to learning. For example, pupils with learning difficulties will be offered support to access texts and encouraged to use ICT to aid communication. In addition, the needs of gifted and talented pupils will be met by using a variety of strategies including, using activities that allow creative thinking and give pupils opportunities to develop intellectual initiative.

Assessment

Planning and assessment is inextricably linked within our school. Children are tracked carefully and monitored for progress. During the Foundation Stage, teachers assess pupils in relation to the Early Learning Goals. The achievement beyond this stage is described using the band descriptors of the National Curriculum.

Formative assessment

Involves the pupil and teacher in a process of continual reflection and review about progress. It is carried out through a variety of ways including : observation, discussion, questioning and marking of work.

It is our aim to improve this assessment through involving pupils in their learning by sharing targets, modelling quality, giving focused feedback and encouraging the pupils in both self and peer assessment.

Summative assessment

This is carried out by the class teacher at the end of each school year is recorded on Target Tracker. The subject leader and Teachers will make a note of any children causing concern or having special aptitudes. It is the responsibility of the co-ordinator to monitor this procedure.

Teaching methods and strategies

The class teacher will decide on the most appropriate method to adopt. This may be whole class, group, paired or on an individual level. We aim to engage and enthuse pupils by adopting a variety of strategies including: storytelling, role play, drama, debate, interpreting visual images (photographs, paintings), using ICT, displaying artefacts, drawing, painting and stories and writing. Each class displays a British history timeline.

Reporting

We report annually to parents on pupil progress in history via the child's school report.

Links with home and the local community

Home

Parents are welcomed to share their experiences and artefacts with the school. They support the pupils in homework and gathering information during enquiry. We encourage parental support for visits and fieldwork.

Fieldwork/Visits

The local people and area are valued resources to provide relevance and stimulate learning. Visits to local Museums/ Galleries or historical sites, as well as companies who come into school, are carried out in each Year group in KS1 and 2. Members of the local community are invited to share their experiences when appropriate.

Health and Safety

All fieldwork and study visits will abide by the school policies. Please refer to School's Health and Safety Policy/Guidance for educational visits.

The Co-ordinator

Monitoring

The history co-ordinator is responsible for assuring quality/ standards in the subject, curriculum/ resource development and staff support. These are carried out through:

- monitoring, evaluating and updating the scheme of work
- advising colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching

Bands showing pupil achievement will also be available to the Co-ordinator towards the end of the Summer Term.

Pupils' own books will be sampled by the Headteacher and co-ordinator at agreed times through the year.

Review

The policy is subject to continuous review by the Co-ordinator, in the light of new initiatives and developments.

Documentation

National Curriculum Handbook for Primary Schools 2014
OFSTED Reports (History)