



History Policy

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 Chair of Curriculum & Ethos

This policy remains valid until an updated policy has been approved by the Curriculum & Ethos Committee.

Next review due by: Autumn 2021

Document control and record of amendments

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1. Introduction

"How do you know who you are unless you know where you've come from? How can you tell what's going to happen in the future unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next."

Tony Robinson.

History is not about factual accumulation: it is about the process of enquiry into how we find out about the past and how we are able to be sure what really did happen. This process of discovery is, of course, is one of the things about the teaching of history at St. Peter's that makes it fun and enjoyable for children to learn.

Why is this area of learning important?

Teaching children about the History of the past enables them to understand that there are some things about the past we can know for sure and others we can never know. History must be constructed from the pieces of the jigsaw that are left behind, without the picture on the lid to help us. It can help them develop a balanced point of view realising the need to check and not to believe the first source they read. This is an important life skill for children to acquire, that is why History is such an important subject in the school curriculum.

2. Aims and Objectives

- To help children understand the present in the context of the past
- Equip pupils to understand how and why people behave as they do now.
- Help them to develop a sense of responsibility for the world in which later generations will live.
- Enable them to ask and answer significant questions.
- Empower them to think for themselves and to reach fair and rational conclusions about complex human situations.
- Inspire in them a lasting interest in, and enjoyment of, learning about the past.
- To arouse interest in the past and encourage questioning and speculation.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of enquiry, analysis, argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, roleplay and presentation.
- To enrich and support other areas of the curriculum through the teaching of History within a Creative Curriculum.
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.
- To promote a real-life experience of historical learning.

We will achieve these aims by the following objectives:

- Pupils will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences.
- Pupils will compare a range of historical events to gain knowledge of change and the evolution of lifestyles.
- They will be given an understanding of chronology.
- Pupils will recognise that some things change, and others remain the same.
- They will be made aware that historical events often have more than one cause and consequence.
- Pupils will Investigate how and why events happen and how they may be linked.
- Consider what it was like to live in different periods and what motivated the people who lived them – and that we cannot always think in the way they thought.
- Recognise that there are some things we can never know about the past and that history must be constructed from the bits of the past that have survived.
- Understand that people interpret the past differently and use different ways to present their ideas.
- Make thoughtful use of a variety of sources to find out about the past.
- Communicate their ideas in a variety of ways, with clarity and independence.

3. Curriculum organization

KS1/KS2

The school uses the National Curriculum and a topic based creative curriculum as the basis for its curriculum planning.

- The long-term History plan/overview demonstrates how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

- The medium-term plans (MTPs) for history identify key learning objectives and skills, as well as expected outcomes for each unit of work. Cross-curricular links with other curriculum topics are made and identified. Short term or weekly plans are distilled from the MTPs.
- The topics studied in history link directly to the topic being studied by each year group each term. They are planned to develop skills, knowledge and understanding in each unit through planned progression written into the scheme of work; in this way, children are increasingly challenged as they move up through the school.

The Foundation Stage

History is taught in Reception classes as an integral part of the topic work covered during the year as required by Early Years Foundation Stage (EYFS) of the National Curriculum, the history aspects of children's work relates to the objectives set out in the Early Years Outcome which underpin curriculum planning for children aged 3-5. History makes a significant contribution to the following areas of Learning Development in EYFS:

- Understanding of the World and themselves.
- Communication and Language.
- Personal, Social and Emotional Development.

4. Teaching and Learning

Teaching and Learning Style

History teaching should allow children to think as historians, using the skills set out above. To achieve this, emphasis on historical enquiry and analysis is key, allowing children to discover, question, observe and experience history through a variety of learning and teaching styles and settings. These include:

- visiting sites of historical significance.
- inviting visitors to share their first-hand experiences of past events.
- storytelling and story-writing.
- using film to develop and enhance skills of inference and interpretation.
- using artefacts and primary sources to develop and enhance understanding about the life of people in the past.
- using reference texts and web-based resources, posters and maps to enhance understanding of historical context and chronology.
- the use of Art to present primary source material in a visual and imaginative way; allowing children to express their understanding and learning through art-based activities.

We recognise that in all classes, children have a wide range of ability in 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 tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty, some children not completing all tasks.
- providing resources of different complexity, depending on the ability of the child.

History teaching is delivered through a topic-based approach. Planning is the responsibility of the class teacher together with support from the History Coordinator.

Planning is used to:

- Ensure pupils build on what they already know making connections and developing their understanding
- Pupils feel relaxed and secure, so they are willing to take risks.
- Pupils feel confident about their ability to master new learning.
- Tasks that are set present achievable challenge.
- Pupils can discuss their ideas.
- They can reflect on their learning.
- They are well motivated, and the work seems relevant to them.
- They are encouraged to learn in different ways VAK etc
- ensure progression, continuity and subject coverage throughout the school.
- provide criteria for assessment and evaluation of teaching and learning

See Appendix 1 for the current topics taught. The ones with a History emphasis are highlighted.

History Provision

Currently all classes from Year 1 upwards have a History based Topic each year and so History is taught as a discrete subject or is woven into the rest of the curriculum subjects. In addition, St. Peter's often has Humanities based curriculum weeks. Year groups can have the opportunity to explore their topic through off-site visits.

English

History contributes significantly to the teaching of English in school by enable the children to apply the skills of reading, writing, speaking and listening. Teachers are encouraged to forge links between their topics and the units in the English curriculum. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing notes, letters, diaries, questionnaires, leaflets and storyboards, and through using writing frames.

Mathematics

The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own and others' lives. They also learn to collect and present information in graphical or diagrammatic form, and to interpret data presented in such a way.

Art

History and Art can be closely linked in the classroom. Paintings and pictures of different historical periods are an effective and instant way of introducing primary source material to children; they are often information-rich and provide a visual insight into an era . Similarly, sculptures, art and craft and artefacts can create an immediate impact. For visual learners, these resources are particularly helpful. Children can also use Art to express and present their own views and understanding of areas of the History curriculum.

5. Roles and Responsibilities

5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

(Please see Curriculum Policy for detailed list of governor responsibilities.)

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to by all staff. *(Please see Curriculum Policy for detailed list of Headteacher responsibilities.)*

5.3 Subject Leader

The History Subject Leader is responsible for:

- o the development and monitoring of the History Curriculum
- o providing teachers with support and advice
- o updating the School's Policy and Scheme of Work, and Subject Development Plan for the School Development Plan
- o leading in-service training activities supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- o The History Subject Leader is also responsible for supporting colleagues in their teaching of History, by keeping them informed about current developments in the subject and for providing a strategic lead and direction for History within the school

Subject monitoring – books, planning scrutinises, lesson observations/ drop-ins, pupil voice interviews

5.4 Class Teachers

The Class teacher will be responsible for:

- o The planning and teaching of History
- o Children should have opportunities to enhance their understanding of History through links to other areas of learning and to wider issues of interest and importance
- o Early Years will follow the guidelines in the framework for Early Years Foundation Stage.

6. Computing

Pupils will be given opportunities, where appropriate, to use ICT resources to extend their understanding within all areas of History. Computing enhances our teaching of History throughout the school, in that it allows a much wider access to material of all kinds. Historical enquiry, questioning and observation can all involve the use of computer technology in a variety of ways: from straightforward word processing and presentation of work, through to research on the internet and exploration through virtual reality applications.

7. Safeguarding and equal opportunities statement

St. Peter's, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical, learning difficulties or emotional and mental), religious or political beliefs. St. Peter's School aims to:

- o Provide equal opportunity for all
- o To foster good relations, and create effective partnership with all sections of the community

- o To take no action which discriminates unlawfully in service delivery, commissioning and employment
- o To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

8. Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery.

Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. All children are encouraged to make judgements about how they can improve their own work through self-evaluation.

9. Assessment, Recording and Reporting

Parents are informed of their child's progress and attainment through parent consultations (2 per year) and through school reports (March and July).

10. Resources and Display

Classrooms should display timelines to help children develop an understanding of chronology in History. Displays should be interactive and provide a stimulus for the topic being taught. Children's work is displayed in Year books for each topic covered and should display clear learning objectives.

Resources for all history units are kept in the relevant the classrooms, where they can be added to and maintained by the class teacher for those year-based units. All classes have their own resources related to their termly topics. It is an aim that Topic boxes are developed, resourced and maintained so that each Year group has a ready source of high-quality, relevant and varied material available for teaching and learning. This will include History resources but will also allow stronger links to be made with other subjects within a particular topic.

11. Monitoring and Review

This policy will be monitored on a bi-yearly basis by the Curriculum Co-Ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

12. Links with other policies

This policy links to the following policies and procedures:

- o Curriculum Policy
- o Teaching and Learning policy
- o Presentation policy
- o Marking & Feedback policy
- o Health and Safety policy
- o EYFS policy
- o Assessment policy
- o SEND policy
- o Behaviour policy
- o Safeguarding and Child Protection