

St Peter's Catholic Primary School



History Policy

Agreed by Governors _____

Chair of Governors _____

Reviewed annually

Intent

Here at St Peter's Catholic Primary School, it is our aim to instill a love of History into all our children. We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History programme of study. We aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.

From EYFS to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped our country and the world today. We will, where possible, link History to other subject areas. We will monitor progress regularly through learning walks, lesson visits, book looks and pupil voice.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their language. The key knowledge and skills that children acquire and develop throughout each block has been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). A mind map (What I Know) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in History are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historic interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills. Planning is informed by and aligned with the National Curriculum. In addition, our recently adapted History overview sequences the programme of study and identifies the key questions to investigate during each lesson. However, teachers' lesson design is not limited by the scheme but supported by the History overview. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways. Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate.

The school environment will be history rich through displays, resources, vocabulary and the History of Britain timeline on the Ks2 playground.

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

Early Years

In Early Years Foundation Stage understanding the world through History is an important part of our curriculum. 'Understanding the World' encompasses a range of early historical skills and knowledge in Early Years. Children are encouraged to talk about their past and present events in their own lives and in the lives of family members. begin to make sense of their own life-story and family's history and comment on images of familiar situations in the past. They begin to compare and contrast characters from stories, including figures from the past and understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.

Roles and Responsibilities

The History subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENDCo, to differentiate teaching programmes in accordance with the needs of the individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up to date with current affairs and best practice regarding history.
- Providing guidance, including INSET training of history to staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching History will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the History subject leader.
- Developing medium term plans of work and lesson plans in line with this policy and the objectives of the History curriculum and in accordance with our History subject overview.
- Facilitating the teaching of the History curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History subject lead apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History subject lead.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Teaching

The History subject leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme

The subject matter covered in History reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire History curriculum taught at the school. These will include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.

The History programme will be delivered by all staff in a range of teaching and learning situations, with respect to the needs of the individual pupils.

Curriculum

The aims of the History curriculum are to ensure pupils:

Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.

Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.

Understand the methods of historical enquiry such as using evidence to support arguments.

Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Assessment

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

Throughout each topic of learning, assessment will be evidenced through quizzing of key knowledge and through curriculum objectives recorded on FFT Aspire.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

At St Peter's Catholic Primary School, we recognise that AfL lies at the heart of promoting learning and raising standards of attainment.