

# HISTORY POLICY



Member of staff responsible: Mrs D. Mallett

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## 1. MISSION STATEMENT

*St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.*

*Play, learn and grow together with Christ*

History teaches us to respect people of different times, to value our cultural heritage and to foster an understanding of how our society has evolved. It links closely with our Mission Statement, which encourages respect and a sense of value for each other's achievements.

## 2. AIMS

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The objectives of teaching history within our school are;

- To arouse interest in the past and stimulate children's curiosity into finding out more;
- To develop knowledge and understanding of how people lived in other times and how those times were different from today;
- To enable children to know about significant events in British History, and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To encourage thinking about cause and effect and how the past influences the present;
- To experience a range of representations of the past;
- To develop the ability to communicate historical knowledge in a variety of forms;
- To understand how Britain is part of a wider European culture, and to study aspects of European history;
- 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 citizenship and cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## 3. STATUTORY REQUIREMENTS

*Early Years Foundation Stage*

History is part of the area of learning 'People and communities' and 'Understanding the world' in which children experience some of the following:

- Talking about homes and families, community and their own early life.
- Learning respect for other cultures and beliefs.
- Taking part in role plays.
- Comparing, sorting and sequencing everyday objects.
- Listening and responding to stories, songs rhymes and poems from different times.

### *Key Stage 1*

In Key Stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more recent and distant past in Britain and elsewhere.

Children learn:

- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About changes within living memory.
- About events beyond living memory that are significant nationally or globally (for example, the Great Fire of London or the first aeroplane flight).
- About significant historical events, people and places in their own locality.

### *Key Stage 2*

In Key Stage 2, history is about people, important events and developments from recent and more distant times in their locality, Britain and other parts of the world, the main emphasis being on Europe.

Children learn:

- To find out about people, important events, making links across different periods of history.
- About different aspects of local, British and world history.
- To discuss why events happened, their results and consequences.
- To carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.
- To develop and use an understanding of chronology and historical terms when talking about the past.

## 4. SUBJECT ORGANISATION

### Strategies for Teaching and Learning History

The aims for teaching history are consistent with our school's philosophy. The revised National Curriculum for History from September 2014 specifies key historical areas that must be addressed in Key Stages 1 and 2. We take into account the attainment targets and end of key stage level descriptors.

History teaching focuses on enabling children to think as historians. Children have opportunities to examine historical artefacts and primary sources. We have costumed educators come into school to share artefacts, resources and to talk about events in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

We use topic plans as our scheme of work with strong cross curricular links to support a meaningful curriculum. Each area of the National Curriculum for History is covered and are sequenced to allow progression in historical understanding and skills. In our teaching we will link our work to themes and extended research projects for homework.

## 5. APPROACHES OR METHODS

Our medium-term plans give details of key skills taught each term in relation to cross curricular planning. We plan the activities in history so that they build upon the prior

learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. A variety of teaching methods are used including class teaching, group work, individual tasks, drama and role play. Pupils are encouraged to record their work in a variety of ways including written or verbal reports, through the use of ICT, art work, or through drama and role play. Excellence in History is celebrated through class and school displays, work presented in the pupils' books.

#### Cross-curricular Links

Links with other subjects run throughout each topic. History lessons can provide valuable opportunities to extend or develop Literacy skills in speaking and listening, reading and writing for different purposes. Work in history can link closely with art through study of art from the period, looking at artefacts.

Themes linked to national or local events and celebrations are dealt with in a cross curricular fashion. It provides opportunity where children can demonstrate what they have learnt.

#### Resources

Resources are kept in classrooms, which includes artefacts, text books, DVDs and computer software. A record of all resources in school can be found in the Subject Leader's Development File. Resource loan packs (which contain a large number of artefacts) are ordered each year from Lancashire Museum Loans Service. History Outreach Sessions are also used, whereby costumed educators engage children in active learning with a wider range of resources and artefacts to bring the past to life.

## 6. THE USE OF ICT

Opportunities for ICT are given throughout the curriculum. ICT can help children's learning in history by:

- Enhancing their skills of historical enquiry
- Providing access to a range of information sources, unavailable in other forms
- Supporting the development of an understanding of historical patterns and processes
- Collecting data
- Increasing the variety of ways in which children can record their findings

Online Safety/ Publishing pupils' images and work:

- Staff and pupils using digital technology will ensure they inform others before recording them and always use the equipment in a respectful manner.
- Written permission from parents or carers will be obtained before photographs or videos are published.
- Where a pupil's work is published, the school will ensure that the child's identity is protected.
- All pupils use computer facilities, including Internet access, as an essential part of learning.
- All computing procedures comply with Online Safety guidelines. Both pupils and their parents/carers are asked to sign to show that Online Safety rules have been understood and agreed.

## 7. ASSESSMENT AND TARGET SETTING

Ongoing teacher assessment informs the planning of work to meet children's needs. Marking of history is carried out in line with the school's marking policy.

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. At the end of a whole unit of work, the teacher will make a summary judgement about the work produced. The assessment of children's historical skills are recorded termly on the KLIPs tracker grid for all subjects. The end of year expectations should help teachers decide where a child's progress is markedly different from that of the rest of the class. This information can be used to assist with report writing at the end of each year.

## 8. SPECIAL EDUCATIONAL NEEDS

Provision is made for those with Special Educational Needs and Disabilities. Each teacher ensures in their planning that appropriately differentiated tasks are available to those with SEND. We recognise the importance of building children's self-esteem and we will reinforce what they can do in a positive manner.

### Gifted, Able and Talented Pupils

We recognise the need to provide a differentiated curriculum for more able pupils also. With a focus on the teaching, learning and assessment of historical skills teachers will have the information necessary to track forwards across levels to meet the needs of more able pupils.

## EQUAL OPPORTUNITIES

All children have the same access to the History curriculum, regardless of their gender, race, cultural background or ability. There are opportunities in Key Stage 2 to study history from a range of different cultures.

## 9. ROLE OF SUBJECT LEADER:

The role of the History coordinator is to:

- Prepare an annual action plan to feed into the School Development Plan.
- Lead in the development of policy and schemes of work.
- Ensure progression and continuity throughout the school.
- Monitor progress in history.
- Be responsible for purchasing and organising resources for history.
- Keep up to date with developments in history education and pass on information to colleagues and Governors.

## 10. CONCLUSION:

*This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:*

- *Teaching and Learning Policy*
- *Assessment and Record Keeping*
- *Responding to pupils' work / Feedback / Marking policy*
- *Special Educational Needs Policy*
- *ICT Policy*
- *Equal Opportunities Policy*
- *Health and Safety Policy*

