

St Monica's Catholic Primary School History Policy



Status	School need
Policy updated	Autumn 18
Date presented to the Education Committee	Autumn 18
Date published on web site	Autumn 18
Date of next review	Autumn 21

At St. Monica's our Mission Statement prompts us all to 'Never stop trying' and 'Aim to be the best we can be'. In planning how we teach History, these statements imply a curriculum in which we inspire pupil's curiosity to know and enquire about the past, using a skills based approach. They will learn how to communicate, interpret, enquire, develop a sense of chronology and understand historical concepts.

1 Aims and objectives

1.1 The aim of History teaching at St. Monica's Catholic Primary School is to establish a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

1.2 The objectives of teaching History in our school are:

- To encourage an interest and enthusiasm in finding out about the past;
- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British History and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;

- To encourage children to recognise and interpret points of view.

2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians taking an enquiry approach to learning. We place an emphasis on enriching children's learning through providing opportunities to examine historical artefacts and primary sources; discovering the past themselves. Where possible, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching, and we regard this as an important way of stimulating interest 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, such as 'how do we know?', about information they are given.

2.2 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 to the needs of children
- securing their motivation and concentration;
- providing resources of different complexity, depending on the ability of the child;
- grouping children by ability, and setting different tasks for each group;
- class teachers and classroom assistants work in a supporting role with individual pupils or small groups of children.

3 History curriculum planning

3.1 We plan to the statutory requirements of the new National Curriculum. Class teachers plan using objectives set for their year group found in the St Monica's Curriculum (accessed on the platform Classroom Monitor). Objectives have been tailored to fit the chosen NC split of aims for each year group by the Subject Champion.

3.2 We carry out the curriculum planning in History in three phases: long-term, medium-term and short-term. The long-term plan maps out the enquiry study covered in each term during the key stage. This is done by the Key Stage teams.

3.3 Our medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

3.4 We plan the activities in History so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

4 The Early Years Foundation Stage

4.1 We teach History in reception classes as an integral part of the topic work covered during the year. We relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in History, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

5 The contribution of History to teaching in other curriculum areas

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Texts are often used as their content covers an historical setting (for example, reading excerpts from 'The History Detective Investigates: Stone Age to Iron Age' for Guided Reading in Year 3 during teaching about the Prehistoric Britain). Children have access to a variety of key history non-fiction texts through the school's subscription to ELS ordered termly to match the enquiry question of the half term. In Key Stage 1, diary writing as a recount text is covered through the study of Samuel Pepys' diary. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

5.2 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 time-lines and through sequencing events in their own lives. They represent Roman numerals when learning to read analogue time in Lower and Upper KS2. Children also learn to interpret information presented in graphical or diagrammatic form. For example, an analysis of census data can allow children to interpret and present in graph form.

5.3 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others, for example, in Other Faiths Week topic which

celebrates multicultural Britain and educates children on the beliefs and practices of other religions and the traditions and beliefs of our neighbours.

5.4 Spiritual, moral, social and cultural development

In our teaching of History we contribute where possible to the children's spiritual development, as in the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as crime through the ages. In KS2 children learn about how criminal activity has changed within and across periods of time comparing this to modern day. The History programme of study enables children to understand that Britain's cultural heritage can be further enriched by the multi-cultural British society of today.

6 History and Computing

6.1 Information and communication technology enhances our teaching of History, wherever appropriate, in all key stages. The children use Computing in a variety of ways, such as word-processing, finding information on the Internet and using website pages relating to the topic they are studying.

7 History and inclusion

7.1 At our school we teach History to all children, whatever their ability and individual needs. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

7.2 Our assessment and rigorous monitoring process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – in order for us to be able to take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against key questions linked to Classroom Monitor learning objectives allowing us to consider each child's attainment and progress in relation to age related expectations. This helps ensure that our teaching is matched to the child's needs and progression within a cohort and across the school is planned.

7.3 We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a visit to a museum involves a detailed risk assessment being undertaken prior to the activity to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 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 presentation based on their investigative work. Teachers will assess children's work by making informal judgements 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. Older children are encouraged to make judgements about how they can improve their own work.

8.2 For all pupils in KS1 and KS2, an enquiry question is chosen as the underpinning focus of each historical topic. We encourage students to be active participants and investigators and not just the passive recipients of knowledge. This enquiry question allows their skills to be applied to find out knowledge. By using a 'meaty question' the children can get their teeth stuck into their learning and be challenged when applying their skills.

For all pupils a self-assessment sheet is stuck into the front cover of their exercise book, this indicates the enquiry studies for that year group. Objectives for each enquiry are broken into the key skills: historical communication, interpretation, chronology, enquiry and concepts that child will be learning. The children are encouraged to use these grids as a form of self-assessment and to track their progress throughout the term, highlighting and dating when covered. This will be used by the class teacher and subject champion as a form of assessment and to help ensure coverage and progress when uploading to Classroom Monitor.

8.3 At the end of each academic year, class teachers collate information from Classroom Monitor data and complete a Foundation Subject Accountability Chart which conveys progress to the Subject Coordinator.

9 Resources

9.1 Resources are stored centrally within the staff room on a shelf with resources labelled clearly. Staff also order topic boxes from a local library education service which delivers books, artefacts etc. The school library contains a set of topic books to support children's individual research.

10 Enrichment

10.1 Children experience and are involved in a wide range of enrichment activities. Class teachers plan opportunities for learning outside of the classroom setting with trips and excursions to historical sites, re-enactments and days in-role for example, Year 4 visit Chester in Cheshire to take part in a Roman experience day. Opportunities are also made for visitors to spend a day at school for example, a Stone Age to Iron Age workshop was delivered all day in Year 3. Where off-site trips are prohibitive due to distance or cost, class teachers plan Topic Days when children dress up and lessons for the day are centred around the theme of their History learning, An example of this is in Year 2 where a Florence Nightingale day saw the class dressed as Florence or wounded soldiers and learning a 'folding the bedsheets' dance and basic first aid.

11 Monitoring and review

11.1 Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the Subject Coordinator who feeds back to the Head Teacher and Governing Body.

This policy will be reviewed every three years or more often as necessary.

Signed:

Chair of Governors

Date: