



HISTORY POLICY

**History Policy
for
St Mary's C.E. Primary School**

First agreed by Governing Body:	February 1999
Reviewed and Revised:	March 2005, January 2010
Reviewed and Updated:	February 2013
Reviewed and Updated:	September 2018

History Policy

Introduction

This policy outlines the teaching, organisation and management of History taught at St Mary's CE Primary School. The school's policy for history is based on the updated National Curriculum (2014) for Key Stages 1 and 2. The policy has been drawn up to reflect the whole school approach to history. The implementation of this policy is the responsibility of teaching staff.

History is our record of what happened in the past and why. It involves children studying men, women and children in different societies, cultures and countries.

The aims of history in our school are:

- to foster in children a love of learning about the past;
- to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how events and people have changed over time;
- to develop a sense of chronology;
- to begin to develop an understanding of the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some 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 cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning styles

History teaching focuses on enabling children to think as historians. We encourage children to examine artefacts as well as using secondary sources for their research. When appropriate 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.

We recognise the fact that in all classes there are children of widely different abilities 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing those who complete set work with further tasks to further extend their knowledge and stretch their understanding;

- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

History curriculum planning

We use the National Curriculum as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning shows the history topics studied in each year group (refer to the History Curriculum Map). Our year group medium-term planning gives details of each unit of work to be covered each term. Every class teacher plans for each lesson, based on the medium-term planning. We plan the topics in history, so that they build upon the children's prior learning.

Early Years Foundation Stage

We teach history in the Early Years as an integral part of the topic work covered during the year. We relate the historical aspects of the curriculum to the objectives set out in the guidance for the Early Years Foundation Stage Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

The contribution of history to other subjects

History contributes to many subjects within the primary curriculum by providing the children with opportunities to:

English

- use the skills of reading, writing, speaking and listening;
- discuss historical questions;
- present their findings to the rest of the class;

Mathematics

- use numbers when developing a sense of chronology through doing activities such as time-lines;
- interpret information presented in graphical or diagrammatic form;

Information and communication technology (ICT)

- use their skills in data handling and in presenting written work;
- research information using the Internet and CD-Rom encyclopaedias;
- use the digital camera to record and use photographic images;

Personal, Social and Health Education (PSHE) and Citizenship

- explain their views on a number of social questions such as how society should respond to different situations;
- discover how to be active citizens in a democratic society by learning how laws are made and changed;
- learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

We aim to promote spiritual, social and cultural development through our teaching and learning of history by:

- *spiritual development*, through helping pupils to appreciate the achievements of past societies [for example, the pyramids, cathedrals, illuminated manuscripts] and to understand the motivation of individuals who made sacrifices for a particular cause;
- *moral development*, through helping pupils to recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values;
- *social development*, through identifying how different societies were organised in the past and considering different political structures [for example, democratic, autocratic, hierarchical];
- *cultural development*, through helping pupils recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development; through helping pupils understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

Inclusion

At St Mary's CE Primary School we teach history to all children, whatever their ability, race or gender. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that match the needs of all children including those with learning difficulties, as well as those with specific gifts and talents.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each lesson. Assessment and monitoring will also be in the form of:

- teacher and self-assessment at the end of each lesson and unit of work;
- assessments will be based on the demonstration of skills shown to be working Towards expected year group level, working At expected or working at Greater depth;
- assessment will be reported to parents on an annual basis in the form of a written report, a copy of which will be retained by the school for the pupils' files.

Resources

We constantly review that there are sufficient resources for all history teaching units across the three sites of our school. We keep these resources in a central store or specific year groups. The library contains a good supply of topic books to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the Headteacher alongside the history coordinator. The work of the history coordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

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