



'a small school with a big heart'

ST MARY'S CATHOLIC PRIMARY SCHOOL

HISTORY POLICY

This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The mission at St Mary's Catholic Primary School, Claughton is to;

Guide all on their journey of faith,

Nurture a love of learning,

Encourage happiness, confidence and personal fulfilment and

Support all in achieving their full potential.

Therefore, the development and implementation of our History policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

Intent

Rationale for History teaching

"A people without the knowledge of their past history, origin and culture is like a tree without roots."

Marcus Garvey

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Aims for the teaching of History at St Mary's Catholic Primary School

At St Mary's our intention is to provide quality teaching and learning of history. We aim:

- To promote an interest in the past.
- To develop an understanding of events over time and in a chronological structure.
- To learn about the roles that individuals and events have played in shaping modern society.
- To develop an ability to investigate and interpret different versions of past events.
- To learn to study historical evidence and to ask and answer questions about the past.
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques.
- To encourage children to understand other people, their beliefs, thoughts, values and experiences.
- To develop an awareness of the world around them.
- To develop an understanding of society and their place within it so that they acquire a sense of their cultural heritage.
- To develop a knowledge and understanding of historical development in the wider world.

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research.

Implementation

History curriculum planning

The teaching of History is based on the statutory requirements of the National Curriculum and adapted to meet the needs of the children including a study of the local area. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. As there are mixed age classes History is taught on a

rolling programme to ensure that our requirements are taught and history skills are built upon.

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study (Victorian Lancashire)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – Ancient Egypt;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

Recording of History

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities.

Cross Curricular links in History

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. 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.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool and provides opportunities for children to use it where appropriate.

Religious and Personal development

History contributes significantly to the teaching of gospel values and supports personal development. They learn how society is made up of people in the past from different cultures and start to develop an understanding of gospel values such as tolerance and respect for others. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society has developed from the past to today. They learn how to recognise and challenge stereotypes.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (questioning, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The headteacher will discuss the provision of the teaching of History in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book scrutinies, moderation of work and cluster meetings. The headteacher will ensure that a History Improvement Plan is developed which evaluates current provision and prioritises actions for future development.

Reports to parents are made during the academic year when indications are made as to the individual's progress in this area of the curriculum.

At the end of the school year a school report to parents evaluates each child's progress against National Curriculum expectations.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

Inclusion

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

The teaching of History to children with Special Needs

At our school we teach history to all children, whatever their ability. 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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These

opportunities also relate to the key skills of working with others and improving own learning and performance.

Impact

Monitoring and Evaluation

History will be monitored throughout the school by the headteacher and teachers through our embedded self-evaluation strategies (book scrutinies, staff meetings etc).

The headteacher will also monitor schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

The quality and effectiveness of the History curriculum will be monitored and evaluated through regular reports to the Governors' Curriculum committee, and a vigorous programmed of whole School self-evaluation. The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Signed:..... Headteacher

..... Governor

Date:/...../.....