

History Policy

Blessed John Duckett School is a Catholic School and God's love is at the centre of our community.

We experience prayer and worship together, share and recognise pupils' understanding and deepening of the Christian faith.

By working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

We demonstrate our love by caring for God's world and the diverse people in it.

We aim for respect, fairness and justice in all we do.

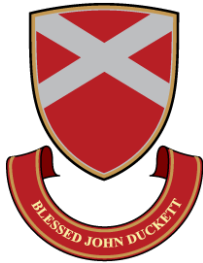
Policy agreed by Staff Summer Term 2020

Signed *Mrs S. McQuiggin* Headteacher

Agreed by Governors Summer Term 2020

Signed *Mrs E. McGurk* Chair of Governors

To be reviewed Summer Term 2022



Introduction

At Blessed John Duckett Primary School, we are committed to providing all children with learning opportunities to engage in History. This policy reflects our school's values and philosophy in relation to teaching and learning.. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and Governors.

Rationale

The study of History helps children to gain knowledge and understanding of Britain's past and that of the wider world. It is concerned with sequence, time and chronology and is the study of evidence about the past. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. History allows children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments. Our history curriculum allows children to develop their cultural capital; discussions around being good global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.

At Blessed John Duckett RC Primary School, our History curriculum ensures children:

- build knowledge of the history of Britain and the wider world and key historical concepts
- develop an understanding of historical enquiry
- gain knowledge and understanding of fundamental British values.

Statement of Intent

At Blessed John RC Primary School, we aim to inspire children's curiosity to know more about the past, enabling them to explore the complexity of people's lives and key events both in the local area and the wider world.

As an Historian, our children will have a good understanding and knowledge of Britain's past with a particular focus on the local area of County Durham; especially Tow Law.

We expect them to be able to compose historically framed questions when investigating the topic they are studying. When conducting their enquiries into the past children will think critically and have an enquiring mind when analysing sources drawing logical conclusions; with an understanding that there can be different interpretations of the past.

Throughout their primary education children will develop a chronological understanding of significant periods of history and understand the relationship between these. Children will be able to make comparisons and connections between different time periods and their own lives developing an empathetic awareness of how change occurs over time.

As Historians, children will be able to carry out research and communicate their findings in a variety of ways, including using IT.

Children will develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote spiritual, moral, social and cultural development; helping children to make links.

Every opportunity is provided to enhance children's experiences both in and outside the classroom, by way of outdoor learning, local fieldwork, community links, trips and residential stays.

Themed home learning tasks are designed to encourage and deepen children's own knowledge and interests.

We make the most of our historic location to develop children's appreciation of their rich heritage and traditions.

We shape our curriculum to ensure it is fully inclusive to every child.

We provide an enhanced curriculum which goes beyond the classroom.

Legal Framework: National Curriculum

We use and adapt the National Curriculum, building on the principles of the EYFS Statutory Framework Guidance as the basis for our History teaching.

The 2014 National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Aims and Objectives

- To develop an interest in the past and an appreciation of human achievements and inspirations.
- To learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
- To develop an understanding of the concepts of time and chronology.
- To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary sources and investigate representations and interpretations of the past
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To stimulate the imagination.
- To communicate clearly employing a wide range of media.

Roles and Responsibilities

The subject lead is responsible for the development of the subject and also for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of knowledge maps as and when necessary.
- Identifying the training needs of staff through monitoring.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes and classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues planning, classroom teaching and progress data in line with school's monitoring programme.
- Ensuring assessment mechanisms inform teaching and learning and are being used effectively
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- Carrying out an annual audit of resources, identifying any shortfalls.
- Liaising with other colleagues, from local primary and feeder secondary schools.
- Ensuring all learning groups are catered for.
- Helping develop educational visits or specialist visitor provision across the school.

Subject Content Overview

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. [APPENDIX 1 – LTP]

EYFS

Through play and teacher led activities children begin to develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary. They become increasingly more aware of time and change.

KS1

Children develop an awareness of History and a sense of chronology through the study

of the lives of people and events in the more distant past. They build a bank of knowledge that leads to a deeper understanding of where the people and events they study fit within a chronological framework. They begin to understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality
- significant historical events, people and places in their own locality.

KS2

Children extend the depth of historical enquiry and broaden the range of study, making connections and noting contrasts and trends over time. Through interpretation and communication their historical knowledge develops in a variety of ways, through art and drama as well as the written word. They develop an increasing awareness of events, people and societies from the past, in order to gain a better understanding of the present. Progression from key stage one is achieved through teaching and combination of in-depth and overview studies about British, local and world histories.

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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Planning

We have developed and reviewed the national scheme of guidelines for History as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school wherever this is appropriate; for example when studying coal mining in County Durham, the birth place of the railways and the spread of Christianity during the Anglo Saxon period.

Our curriculum planning is in three phases, long-term, medium-term and short-term.

Long Term Planning

Our long-term plan maps the History topics studied in each term during each key stage. The History subject leader works this out in conjunction with teaching colleagues in each year group. In some cases, we combine the historical study with work in other subject areas. At other times we arrange for the children to carry out an historical study independently or make links through research projects.

A long term map is created. This consists of a 4-year rolling plan for KS2 and for EYFS and KS1.

Medium Term Planning

Teacher's medium-term plans are linked with the overarching term's topic. These have been carefully planned out through our rolling programme.

Teachers will use our own knowledge maps as starting points for their planning. This informs them, of the programme of study, key knowledge and skills, key vocabulary and links to previous work.

The subject leader reviews these plans on a regular basis ensuring key skills are being taught; learning objectives are being covered, in relation to a child's age-related expectations.

Short Term Planning

Each class teacher undertakes weekly planning that includes History. These weekly plans list specific learning objectives with differentiated success criteria.

We plan the topics in History so that they build upon prior learning. 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.

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, Video clips and other visual and audio resources.

- Well-stocked Topic and Artefact Boxes (from Durham Learning Resources) for each area of the History curriculum.
- Fieldwork, visitors and visits to museums and sites of historic interest.

A creative approach to the History curriculum by both teachers and children is encouraged. Links are made between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

We recognise the fact that there are children of widely different historical abilities in all classes and we 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; scaffolded for support and elements of challenge to extend.
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Assessment

We assess the children's work in History by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results in our assessment files [key tracker sheets] and to enable a cohort overview to be provided. These will be used to plan future work; to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The class teacher and History subject leader keeps samples of the children's work in a portfolio.

Monitoring and review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History, in line with the school's monitoring programme. This will take the form of lesson visits, scrutiny of work, pupil discussion, learning walks, subject audits, pupil reviews etc.

The History Subject Leader is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The History Subject Leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader meets with the link governor to review the history element of the school improvement plan.

Resources and equipment

We keep these resources in a central store. We also keep a variety of resources within the classrooms. In the library we have a range of History topic books. Topic boxes are ordered in accordance with the long term plan from Durham Learning Resources, this ensures the most up-to-date equipment, artefacts and quality reading materials are always available. These supplement our already existing resources.

[Appendix 2 – Resource List]

Links to other parts of the curriculum

There is a thematic approach to History teaching in our school which ensures links being made across different curricular subjects. Allowing children to apply and reinforce their skills and knowledge in a variety of contexts.

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 speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Historical vocabulary is emphasised and opportunities are given to learn specific historical vocabulary.

Maths

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.

IT

We use IT in History teaching to research using the internet, enhance their skills in data handling and in presenting written work.

PSHE

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Cross Curriculum Links are identified on knowledge maps.

Home School Links

Topic overviews provide information to parents about what their children will be studying throughout the term. Parents are also informed of termly school visits and/or visitors which are organised to further enrich our curriculum.

Parents have the opportunity to attend consultation evenings on a termly basis. This concludes with an annual written report outlining pupil progress within all curriculum subjects. Curriculum Information is also provided on the school website.

Homework tasks are given on a termly basis in line with the topic being studied. This provides children with the opportunity to investigate, research and reinforce their skills in a practical, creative way. Homework tasks are cross curricular and designed in such a way to engage children and families in their own learning. [Homework Policy]

Equal Opportunities

At Blessed John Duckett RC Primary School we have due regard for our duties under the Equality Act 2010. Children are given opportunities to work with others, listen to each other and treat everyone with respect. We will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

Please refer to our Equality Statement.

SEND

Through our history teaching we provide learning opportunities that enable all pupils to make progress. We all recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious curriculum. Within History, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDco where applicable.

Please refer to the SEND Policy

Health and Safety

Where children use computers for work in History, the school has an e-safety policy to protect the staff, pupils and the school. Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that all children, staff and adult helpers are kept safe and secure whilst away from the school environment.

SMSC

In line with our mission statement, in working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

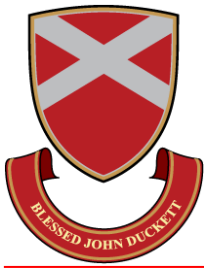
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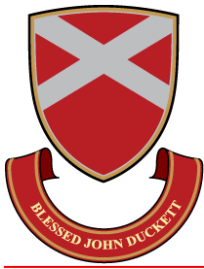
Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please refer to the Safeguarding Policy.



Year A			
	Forests Autumn	Voyages of Discovery Spring	Mountains Summer
EYFS	Retelling Past Events Own Lives and Family	Similarities and Differences Between Communities	Changes Over Time
KS 1	Local Study Mining	Events Beyond Living Memory Captain Cook	Significant People Beatrix Potter
KS 2	Ancient History Stone Age to Iron Age	British History Romans	Local History Beyond 1066
Year B			
	African Adventures Autumn	Festival of Britain Spring	Dig, Dig, Dig Summer
EYFS	Retelling Past Events Own Lives and Family	Similarities and Differences Between Communities	Changes Over Time
KS 1	Significant People Nelson Mandela	Changes in Living Memory Inventions	Significant Places Locally Durham St Cuthbert
KS 2	Ancient Worlds Ancient Egypt	British History Anglo Saxon and Scots	Local History Mining
Year C			
	Myths & Legends Autumn	Explorers and Travellers Spring	Helpful Heroes Summer
EYFS	Retelling Past Events Own Lives and Family	Similarities and Differences Between Communities	Changes Over Time
KS 1	Events beyond Living Memory Great Fire of London	Event Beyond Living Memory Race to the Pole	Significant Place Locality Tow Law
KS 2	Ancient Worlds Ancient Greece	British History Vikings	Local History WW1
Year D			
	Our World, One World Autumn	Travel and Transport Spring	Castles and Coast Summer
EYFS	Retelling Past Events Own Lives and Family	Similarities and Differences Between Communities	Changes Over Time
KS 1	Significant Individual Mother Teresa	Changes in Living Memory Travel and Transport	Significant People Grace Darling
KS 2	Ancient History Mayans	Post 1066 Railway	Local History Coastal Defenses Castles



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APPENDIX 2 – Resource List
