DARWEN ST JAMES





Nurturing Ambition Through a Living Faith

Mission Statement

Nurturing ambition through a living faith.

Vision

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

Let us not love with words or speech alone but with actions and truth. John 3:18

School Aims

At Darwen St James' C of E Primary Academy children are central to all that we do, their education, well-being and development of the whole person.

The aims of the school are:

- To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop their full potential.
- To promote and experience an understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
- To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners, respectful, tolerant and responsible citizens.
- To create a high quality learning and working environment, promoting ownership by children and staff and developing a sense of responsibility and pride.
- To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21st century.

Equal Opportunities

The Equal Opportunities Policy of Darwen St James' C of E Primary Academy is

part of the ethos of our school and is supported by the Mission Statement and the policy for Race Equality. This policy helps to ensure that we do not discriminate against anyone (adult/child) on the grounds of race, gender, religion, nationality or national origins.

Introduction

At Darwen St James' C of E Primary Academy we are committed to providing all children with learning opportunities to engage in history. This policy reflects Darwen St James' C of E Primary Academy's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Philosophy

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider who the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children can find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

Subject Aims

The aims of history are consistent with our school aims.

Our aims for history at Darwen St James' C of E Primary Academy:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another. ● To develop a knowledge of chronology within which the children can organise their

understanding of the past.
● To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours. ● To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
● To distinguish between historical facts and the interpretation of those facts.
● To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. The curriculum is taken and adapted from Kapow Primary; an engaging, knowledge-rich and progressive scheme.
At Darwen St James C of E Primary Academy we are concerned with the process of history activities as well as the product; therefore it is important to list the skills, concepts and attitudes that the child should develop.

Early Years

During the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, History makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives.

In the Nursery Two's classroom, children begin learning about history through a look at the very recent past, for example: Understanding daily routines and by taking the Weekend Bear home and talking about their experiences with Weekend Bear over the weekend. They are also introduced to history long ago with an investigation of dinosaurs.

In the Nursery Pre-School, children expand their knowledge of very recent history to incorporate changes over time for themselves, their families, celebrations and an investigation of nursery children who attended in previous years. They refer back to their own changes over time when looking at change over time for animals, and then look at transportation changes through history, and their own holidays - remembering information from their own living memory.

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. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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
- The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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
- a non-European society that 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
- As well as making its own distinctive contribution to the school curriculum,

history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

Progression and Continuity

The activities in history build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

Teaching and Learning Approach

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories of the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively
- They are given opportunities to ask as well as answer historical questions

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

Links with Other Areas of the Curriculum

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.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

Personal, social, health and citizenship education (PSHCE)

History contributes significantly to the teaching of personal, social, health and citizenship education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize 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.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching History to Children with Special Educational Needs

At Darwen St James' C of E Primary Academy 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors –

classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

History Curriculum Planning

At Darwen St James' Primary Academy, history is taught through a topic approach alongside Geography, Design and Technology and Art. Our curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum, it is the driving force for our planning. Our long-term and
medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

Assessment is an integral part of the teaching process at Darwen St James' Primary Academy. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. At the end of all topics in both KS1 and KS2 there is a built-in assessment lesson, which aims to assess children's knowledge and understanding of the topic. The data from this assessment lesson is collected for analysis.

Roles and Responsibilities

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school. As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education.

Resources

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a wide range of text books and interactive boards to access the internet as a class, and Chromebooks to access the internet independently.
Visits are planned to enhance learning and give hands-on activity. People with an interest, or expertise in a particular topic or area of history could be invited into school to work with the children.

Policy Monitoring

The History coordinator (Miss Lovick) is responsible for the monitoring of the implementation of this policy. The leader reports to the Head Teacher on the effectiveness of the policy and to the governing body upon its review.

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