



**ST ANDREW'S CE PRIMARY SCHOOL  
HISTORY POLICY  
(ref: Teaching and Learning Policy)**

**Our Vision**

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

**Aims and objectives**

The teaching of History at St. Andrew's CE Primary School aims to stimulate the children's interest and understanding about the life of people who lived in the past and the events they witnessed. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today and also teach them to investigate these past events. By so doing, we encourage the development of their skills of enquiry, analysis, interpretation and problem solving.

The aims of History in St. Andrew's CE Primary School are:

- to foster in children an interest in the past and 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 things have changed over time.
- to develop a sense of chronology.
- to understand how Britain is part of a wider world culture
- 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 own cultural heritage.
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

**Curriculum Rationale**

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

**Intent of History Curriculum**

*Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.*

- Provide children with rich opportunities to explore a range of historical periods, events and people, making connections with their own lives.
- Provide opportunities for children to reflect and ask the thoughtful questions

### **Implementation of History Curriculum**

- Learning about a range of historical periods, events and people
- Learning from a range of historical periods, events and people
- Experiencing different historical periods, events and people through visitors and visits
- Exploration of history through a range of high-quality sources

### **Impact of History Curriculum**

- Children are able to show understanding of a range of historical periods, events and people in creative ways and discuss the impact of these things on the lives of the people who lived during the periods when they occurred. Children will be able to use their understanding to develop their respect for others and some children will be able develop their personal beliefs as a result.

### **Planning**

At St. Andrew's CE Primary School we teach the knowledge, skills and understanding set out in the National Curriculum 2014. We use the QCA scheme of work for History as the basis for our planning and also adapt these according to the children's learning needs and interests. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

As far as possible, teaching staff at St. Andrew's CE Primary School plan for a creative curriculum, linking themes and curriculum subjects together over each term. (ref. year group topic webs)

We carry out curriculum planning in history in three phases: long-term, medium-term and short-term. The long-term plan maps the history topics studied in each term during the year. The children may study history topics in conjunction with other subjects. In Key Stage 2 increasing emphasis is placed upon independent historical study. The medium term plans give details of each unit of work for each term. The History Leader keeps and regularly reviews these plans. The short term plans are written by the class teacher and are a plan for each lesson. These plans include the specific learning objectives for each lesson and the tasks/activities to be carried out. The short term plans are kept by the teacher and are discussed with the History Leader on an informal basis.

### **The Early Years Foundation Stage**

In EYFS, history is taught 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 is an element of the specific learning area 'Understanding of the World'. Children are given opportunities to explore artefacts and to talk about past and present events in their lives and in the lives of their family members.

### **Equal Opportunities and Inclusion**

At St. Andrew's CE Primary School we teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles

(ref: Equal Opportunities, SEN policy)

### **Assessment, Recording and Reporting**

We assess children's work in history by making informal judgements as we observe the children during lessons and we use these to plan future work. On completion of a piece of work, the teacher marks the work and comments as necessary. The teacher makes a summary judgment about the work of each pupil in relation to the National Curriculum 2014 attainment targets and records this in the year group's foundation subject assessment grids. These are monitored by the subject leader and passed on to the next teacher at the end of the year. The Subject Leader analyses the data for attainment and progress and an evaluation is made against national standards.

There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.

### **Resources**

There are resources available in school to support the teaching of all units that are covered across the key stages. KS1 keep resources specific to their units in their year groups. KS2 resources are kept in a central store, boxed and labelled for each unit. The library contains a supply of topic books and there is a developing range of software to support children's individual research. The school works together with the local library to source a variety of books and resources to support children's learning.

### **Health, Safety and Wellbeing**

Health, safety and wellbeing is paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular investigative activities or class/school trips.

(ref: Health, Safety and Wellbeing Policy)

### **Monitoring and review**

The History Leader shares the responsibility with the Deputy Headteacher (Teaching and Learning) and the Headteacher for monitoring standards of children's work and for the quality of teaching in history. The work of the History Leader 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. The History Leader meets the link governor three times per year to discuss the development of history in school. The History Leader has non-contact time allocated in the monitoring schedule for lesson observation to monitor the quality of teaching and learning in history.

## **Extra-curricular activities**

During the school year a range of trips, events and activities is organised to enhance the curriculum.  
(see Appendix A)

### **Appendix A**

Examples of extra-curricular provision:

- walks around Chinnor
- visits to the Chinnor war memorial.
- Ashmolean visit,
- Thame Museum visitor
- Sulgrave Manor
- Pitt Rivers Museum
- Museum of Natural History
- Oxford Castle
- Windsor Castle
- Civil War visitor
- Lincolnsfield Museum
- Local visitors/experts

**Date: July 2020**

**Review date: July 2023**

**Signed:\_\_\_\_\_ Seb Hearmon (Chair of Governors)**