

St. Anne's & St. Joseph's RC Primary History Policy



Our Vision

Our curriculum is designed to have faith and love at its heart, with children developing a sense of belonging to both our Parish and local community as they journey through school. It is designed to value each child, allowing them to develop their God given gifts. Our curriculum will encourage the highest aspirations for all members of our school family, helping pupils become independent learners who have the resilience to persevere, confidence to rise to all challenges and have empathy for all around them.

Introduction to History

At SASJ, we aim to 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. Our 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.

INTENT

In EYFS, History is part of the EYFS curriculum 'Understanding of the World'.

In Key Stage One, pupils should develop an 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. They 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 Key Stage Two, pupils should continue 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. They 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

IMPLEMENTATION

Planning

Teachers will plan in their phases making sure that each year group is building on previous knowledge and developing their previously learnt skills. Effective history planning should also be varied and as practical as possible, allowing children to explore the topic fully. At SASJ, history is taught as part of a two-year rolling program.

Teaching & Learning

Teachers will ensure that they teach history topics that allow pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

SEN Children

SEN children will be planned for by the class teacher and appropriate provision made so that they are able to explore the topics fully. More information can be found in the SEN policy.

Gifted & Talented Children

Gifted and talented children will be encouraged to think about history in a broader sense and will be encouraged to think more critically and make links throughout the topic.

Resources

History resources are stored centrally in the history cupboard located in the library.

Health & Safety

Please refer to the Health and Safety Policy.

IMPACT

Assessment

Assessment of History at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward. Progress will be measured against the national curriculum objectives for the topic which will allow for monitoring of progress within and across year groups.

Monitoring

The history subject leader, alongside the SLT will ensure a full coverage of the subject and a consistent approach across the subject throughout school by a structured cycle of planning and work scrutiny, observations, and pupil and interviews will provide information to judge the effectiveness of the subject as well as future development points.

Review Date – September 2019

