St. John's C. of E.

Blackpool's First Free School 1817

History Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: September 2024

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Introduction

In St John's Church of England Primary School, Blackpool, History plays a major part in promoting the Christian aims, values and ethos of the school as expressed in our mission statement:

"Everyone matters in God's world."

and reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:
'In everything, do to others what you would have them do to you.' Matthew 7:12

This policy identifies how the statutory requirements of the National Curriculum for History and the Early Years Foundation Stage Statutory Framework are met.
Our school policy sets out a framework within which teaching and support staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the long term school plan, which sets out what the children will be taught throughout their time at St John's.

This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LA adviser/inspectors. Electronic copies are available for all teachers and teaching support staff via Google Drive. Copies can be made available, on request, to supply / trainee teachers, governors and parents. Policies can also be found on our website and paper copies are available in the Policy folder held in the main office.

This policy links to and is informed by other school policies, including Behaviour, Assessment, Equality, SEN and of course English, Maths, ICT and other curriculum policies through which aspects of the History curriculum may be taught.

Aims

History is a record of what has happened in the past. It is not just an account of famous people and events, but the story of how ordinary men and women have adapted their lifestyles to their ever changing environments. It is the story of how inventions and events shaped our lives; we are all part of this ongoing, rich tapestry of life. History is concerned with developing the understanding of the present and a hope for the future through the exploration of the past. At St John's CE Primary School, we believe that every child should have an equal opportunity to explore their heritage and it is within this context that our school history policy has been written.

Therefore the aims of History at St. John's School are to:-

- Provide a stimulating engaging irresistible curriculum, which will arouse and sustain interest in the subject, whilst covering the content determined by the National Curriculum programmes of study and the Early Years Foundation Stage Statutory Framework.
- Develop the skills and concepts needed to understand and interpret historical source material.
- Enable the children to gain an understanding of the past with relation to themselves, their families, their communities and the wider world as appropriate to their age and ability.
- Help children develop a sense of identity by learning how they themselves fit into the pattern of past and present in Britain and the wider world.
- Relate this awareness of their 'own identity' to a greater understanding and respect for other cultures and values.

- Develop self-confidence and a positive self-esteem.
- Be curious and inquisitive in questioning and exploring both the past and its relationship to the present and the future.
- Provide a curriculum which is broad, balanced, relevant and differentiated to meet individual needs.
- Help children value history as a subject in its own right as well as understanding its contribution to other curriculum areas and cross curricular themes and dimensions.

We also aim to:-

- Enable pupils to develop an understanding of the past by looking at:
  - How things change
  - Why things happen and what the outcomes are
  - The difference between people of different times and also between those living at the same time
  - The different things people say, write and draw about the past and the reasons for this
  - How we know about the past and the skills needed to use that which survives from the past to help us to do this

- Ensure that the understanding outlined above takes place within a secure framework of knowledge about the past.
- Enable progression in terms of skills, understanding and knowledge throughout the school.

History's place in the Whole School Policy

Work in History follows the structure of the National Curriculum being based on the Programmes of Study (and for EYFS, the Early Years Foundation Stage Statutory Framework). Work in History is divided into Key Stages and organised into levels of increasing challenge. In order to achieve the aims outlined previously, History work at St John's C.E. Primary School is delivered through cross curricular curriculum topics. In Key Stage Two classes most of the history topics are taught in chronological order.

EYFS

History is delivered to Reception pupils within the Knowledge and Understanding of the World Area of Learning through a mix or topic based approach and child initiated learning.

Planning

At St. John's School we have developed a clear procedure for planning across the curriculum. For History in particular there is:-

- Long term whole school plan – drawn up by the subject leader which shows the topics covered by each class during the academic year.
- Medium Term Plans – a plan for each unit of work, usually each half term, planned by the curriculum and subject leader, showing how History fits into the cross curricular topic.
- Individual lesson plans – using the mid-term plan, every lesson has a learning question, the particular activities and desired learning outcomes for each lesson. Cross curricular links are included where appropriate.
- For each History topic teachers also use end of unit historical substantive and disciplinary knowledge documents to ensure the children 'know more and remember more'.

All plans are readily available from each class teacher and are monitored by the subject leader and the Head teacher. Plans are also made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals; it aims to ensure that work is well matched to pupil's abilities, experience and interest.

Implementation – Content and Approaches

A variety of teaching styles and activities is encouraged, in recognition of the different learning styles of the children, as well as their different abilities. Each class teacher takes responsibility for facilitating children's progress. They consult with the History subject leader, Head teacher, SENDCO, Teaching and Learning subject leader or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school pupils will experience individual, paired, group and whole class teaching in History, the balance of which rests with the class teacher. Children may be grouped according to age, ability or other criteria such as friendship groupings. Such groupings are always organised so as to promote co-operation and effective learning and understanding. Every effort is made to ensure that work is carefully adapted and matched to the group.

Learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the whole class or working with small groups if more appropriate. At KS1 some of the learning comes from child initiated activities in areas of provision.

Wherever possible, educational visits are included in a history topic, making use of resources and locations accessible to school.

Children in KS1 and KS2 may occasionally be asked to undertake some home learning as part of their history work.

People with a particular expertise or interest in a topic may be invited into school to work with the children. Such visitors may include parents, grandparents, other family members, neighbours and the local community.

History provides opportunities for promoting the following cross-curricular dimensions:-

- Spiritual, moral, social and cultural development
- Environmental education
- Economic and industrial understanding
- Citizenship
- Global awareness

and skills:-

- Communication
- Application of number
- ICT
- Working with others/co-operation
- Improving own performance
- Problem solving

A variety of teaching strategies are employed throughout the school for History, including:

Discussion – at all levels this is a key element of the teaching and learning in history. Children discuss issues/stories/experiences in pairs, small or larger groups and as a whole

class. Discussions are always closely focused by the class teacher and children are taught the skills of active listening, clear presentation and respectfully commenting on others' ideas

Drama/Role Play – this is a way of bringing other cultures to life – children acting out stories/events/roles helps to commit them both to mind but also to heart. Hot-seating people from the past also encourages empathy, helping the children to understand how and why people behave as they do.

Story Telling – Another vital way of exploring others' experiences and learning from them. Story telling is an age-old way of allowing the listener to enter into other worlds and interpret difficult emotions and facts.

Structured Play – although usually associated with EYFS and Key Stage 1, there is no reason why play cannot be incorporated into the KS2 curriculum – it can be a useful starting point for a topic or study unit. Artefacts, photographs, traditional clothes, implements from the home etc can all be used to stimulate interest and enthusiasm and provide first-hand experience before the more formal discussion begins. This all helps to deepen understanding and broaden experience.

Investigation/Problem Solving – This element is key in helping children to develop decision-making skills in a safe "pretend" scenario – often raising issues they may tackle for real as they grow older.

Art and Craft Tasks – Perhaps to create a visual record of the work undertaken or to help children in the careful exploration of 'real life' situations. This can often aid recall and understanding of material covered and allows the teacher to refer back readily to previous work undertaken.

Worksheets/Written Recording – A very useful tool to promote understanding and recall of vital elements of the curriculum. This could include imaginative story writing descriptive pieces, reports, notes taken on information found, graphs, charts or tables to express information found. It may also include other recorded evidence e.g. taped interviews, videos or ICT presentations.

Use of ICT – Using packages available to support the children's knowledge and understanding of history. ICT should also be used, as outlined above, as a tool for recording work undertaken. There may be supervised use of appropriate internet based websites.

Visits - Visits to museums and other places of historical interest are encouraged throughout the school as a way of bringing history alive to the children. Adults willing to come into school are also a very valuable resource. Children can be free to ask questions and a new face can sometimes alter perspectives and challenge viewpoints.

Use of video clips – In a similar way to the use of story-telling, effective use can be made of T.V. programmes and videos to help children examine issues and encounter characters and stories from other cultures.

Resources

A variety of resources for history are available through the school, the Subject leader has an up-to-date list of these. The requirements of the National Curriculum and the age and ability of the children in school leads to the use of the following types of resources:-

- Teachers' books, articles, posters, artefacts, maps, non-fiction books
- Books in the school and class libraries
- ICT resources, including the internet
- Artefacts, including school log books
- Pictures and photographs
- Videos
- Human resources – adults with an expertise or interest in the subject, advisors, other visitors
- Government documents on history

The history subject leader has a budget for buying resources. The amount varies from year to year.

Cross –Curricular Links

Links between history and other curriculum areas are more fully outlined by teachers in their planning. The importance of cross curricular teaching is clear; no subject can be taught in isolation, a broader experience of learning will undoubtedly lead to a greater level of development in all areas of the child's experience – intellectual, physical, social, emotional and spiritual.

History is extremely useful in developing the cross-curricular skills of observation, enquiry and also oral, visual and written communication skills. Through the study of why people in the past acted as they did, children can develop their understanding of how individual families and communities interact. The worlds of work, transport, food, health, the environment and the family can all be covered within the study of history.

English – Speaking and listening, reading and writing are central to the processes of investigation, exploration and recording in history. Children are encouraged to recounts of events, stories, poems, experiences and opinions. They are equally encouraged to retell stories, take part in role play and explain their views, ideas and experiences. Reading and responding to non-fiction books and other sources of information is also a fundamental part of history. Children are involved in a wealth of writing activities, for example imaginative story writing, descriptive pieces, reports or notes taken on information found.

Mathematics – Problem solving and decision-making are fundamental aspects of both areas of the curriculum. Number is vital for an understanding of time conventions and chronology; historical dates acquire significance as children begin to develop more complex understanding of 10, 100 etc. Alongside this, children may be involved more specifically in activities which develop their understanding of measures, shape and space or data handling – for example investigations at a historical site, early map work, looking at census information.

Science – historical enquiries can offer many opportunities for developing cross curricular links with science, for example, looking at health issues during the Victorian era.

ICT – We have software packages available to support the children's knowledge and understanding of history; the use of the Internet is also vital as a tool for research and enquiry. Tape recorders and cameras can be very useful for communicating ideas and information related to history. Children can acquire information about the past through video clips. ICT is also frequently used as a tool for recording work undertaken.

R.E – The study of me, my family and others can help support the growth of a sense of self and the development of their own faith position. Exploring moral conflicts of times gone by also helps children develop an understanding of others' viewpoints.

Geography - The study of historical stories and events inevitably leads to an examination of the impact the environment had on those events/people. Knowledge of physical geography can explain reasons for the development of settlements and communications. Some understanding of the effects of economic activities can also provide information, important for a fuller understanding of the past. History and geography both make important contributions to a child's understanding of themselves and their community; they need to draw on both subjects as they explore environments.

The Arts – The arts can provide a valuable insight into their own culture and that of other countries. Music, pictures, photographs, films and artefacts all help to bring the contrast of life experiences alive and real.

Design Technology – Children can be presented with practical problems people from the past encountered and be encouraged to plan solutions drawing on their own scientific and historical knowledge.

PSHE/Life Skills – Exploring the community is an important element of PSHE – developing an understanding of the differences between people and how to develop relationships with those who have different beliefs/cultures to yourself.

P.E – the study of dance forms can develop an understanding of the customs and values of past societies.

Recording and Reporting

Record keeping in history is carried out in line with the schools agreed Assessment, Recording and Reporting Policy. Class teachers keep their own records and are responsible for reporting to parents. Parents' evenings and parent workshops with staff help parents gain an understanding of both the history curriculum and their child's progress in the subject.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- To show individual pupil's performance/progress with historical substantive and disciplinary knowledge.
- To show which aspects of the subject have been covered.

Assessment

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence, teachers are able to:

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in history. Do the children 'know more and remember more'?
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including:

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.

- Considering materials produced by the pupils and discussing these with them.
- Live marking children's work in history lessons.

Involving children in assessing their own work helps them to understand better their own strengths and needs. Pupils' self-esteem can be enhanced by an increasing awareness of their own progress.

Inclusion and the History Curriculum

In order to provide work that is appropriate to the learning experience of the individual children it is necessary for the teacher to be aware of the EHCP/specific learning needs that apply to children in the class.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Adaptive teaching during the lesson

Equal Opportunities

Equal opportunities at St. John's School are carried out according to our agreed Equality Policy. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The monitoring of the policy for Equality is ultimately the responsibility of the Head teacher and the Senior Leadership Team, but every member of staff is responsible for the day-to day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parental support for the curriculum is always welcomed and parents are encouraged to support home learning related to history as appropriate. Parents are informed of the work being covered in history through the topic overviews shared on the class areas on the school website every half-term. Parents are welcomed into school to take part in collective worship which may link to the history curriculum and any other related activities that may be going on.

INSET/Training Provision

Staff development needs in history are considered and planned for by the History Subject leader in consultation with the Staff CPD Subject leader. These needs are identified through monitoring, curriculum review, evaluation and the system of performance management. These needs are highlighted as part of the subject leaders' subject development plan, which subsequently becomes part of the School and Staff Development Plans.

Resourcing and Funding

This is done by the subject leader in line with priorities set in the School Development Plan and budgeting considerations.

The History subject leader is responsible for maintaining and developing the history resources and monitoring their usefulness. Resources are replaced and purchased by the History Subject leader. The purchase of resources each year is dependent on the history budget, which changes annually depending on the degree of priority the subject is given within the SDP. The History Subject leader is also responsible for reviewing the resources and their storage annually in consultation with all staff.

The Role of the Subject leader

The History subject leader, Miss A. Johnston, is responsible for:

- Determining the aims of the school for the teaching of history throughout the school and, in consultation with the Senior Leadership Team, staff and governors, devising objectives or targets to allow the school to achieve these aims. Documenting these aims and objectives within the school policy for history.
- Ensuring all agreed methods of working in history are put into practice and that staff regularly review these methods.
- Helping devise and document Schemes of Work/key historical skills for each year group in history.
- Monitoring history in the school, ensuring that the teaching of history has its appropriate place in the broad and balanced curriculum of our school. This will include the monitoring of resources, procedures, teaching and planning.
- Monitoring the assessment, recording and reporting of history throughout the school and supporting staff when necessary.
- Undertaking an annual review of the history curriculum in school as part of the School Development Planning process.
- Managing the budget allocation for history and advising staff on resources throughout the school.

Through personal reading and attendance at courses, keeping abreast of developments and evaluate new ideas and approaches in history.

- Keeping staff informed of such developments.
- Submitting reports to the Governing Board as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of history within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for history within the school in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum is carried out by the subject leader. As with all evaluation the Head teacher has overall responsibility for monitoring the work.

The monitoring of the effectiveness of provision in history is done by the subject leader in a number of ways:

an analysis of teachers' planning

- assessment of recorded work, displays and working walls
- book looks
- 'drop-ins' to history lessons
- discussion with individuals or groups of children (child conferences)
- discussion with members of staff.