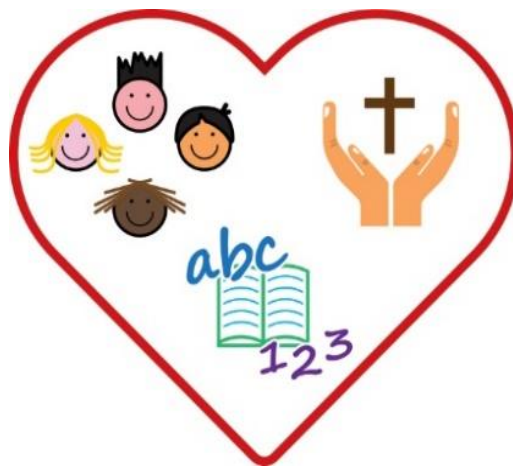


ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



HISTORY POLICY

Reviewed: April 2020
By: S Welfare

Date of next review: April 2023

St Matthew's Church of England Primary School and Nursery

History Policy

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

At St. Matthew's School we are committed to offering our pupils the highest possible quality of education.

We want our children to:

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning.

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible, caring and well-mannered citizens.

Introduction

History allows children to learn about the everyday life, work, leisure and culture of men, women and children in the past. Children learn and investigate cause, effect and consequences in their own area, in Britain and in other parts of the world. They look at History from political, economical, social and religious perspectives. They learn that the past can be represented and interpreted in different ways.

History teaching at St Matthew's C of E Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

Aims

- To plan work that enables pupils to develop key skills and concepts through a broad range of experiences including creative and problem solving.

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- To enable children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world as appropriate to age, ability and aptitude.
- To encourage a lively, questioning and an imaginative approach to History which enables children to find out and enjoy what they do.
- To enable children to understand how they themselves fit into the pattern of past and present, in Britain and the world.
- To give particular attention to planning the History curriculum to make it relevant to all children regardless of social background, culture, race, creed, gender and differences in ability.

History is a foundation subject within the National Curriculum and has a relevance to the present and future development of the children in relation to spiritual, moral, cultural and social education.

Teaching and Learning

The focus of our history teaching throughout the school will be on developing the following skills:

- to communicate historically using appropriate vocabulary
- to build an overview of British and world history
- to understand chronology
- to investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

- Opportunities are offered for children to develop their historical knowledge and skills through a variety of teaching strategies, creative, imaginative and cross-curricular activities. For example historical visits, use of artifacts, photos, paintings, discussion and debate, role-play and drama, research using ICT and reference materials.
- Children are encouraged to develop their personal qualities and positive attitude to History through the experiences offered to them.
- The children may be grouped in ability or mixed ability groups as deemed appropriate by the class teacher and lesson demands.

Planning, Continuity and Progression

All Units that we cover follow the 2014 National Curriculum programmes of study. We also follow the St Matthew's history progressions document that have been created for each year group show progressions of skills and how they build year on year.

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Units Covered

EYFS	Home Sweet Home Victorian Washing
Year 1	Family Album – Victorian Toys Fire, Fire - Great Fire Of London
Year 2	Neighbourhood Watch – Local Area Victorian Times and Now Explorers – Ibn Battuta and Ellen McArthur comparisons Buckets and Spades - Events beyond living memory or places in their locality – Victorian seaside resorts locally and compare to seaside resorts today.
Year 3	Rock and Roll – Stonehenge – Stone Age to Iron Age There's No Place Like Home – Local Area/Battle of Preston Rotten Romans – Roman Britain
Year 4	Black Death – Plague – 1665 Water, Water Everywhere – Ancient Egypt
Year 5	A Kingdom United – Anglo Saxons and Scots Inventors and Inventions – Early Islamic Civilization Baghdad cAD900 Faster, Higher, Stronger – Ancient Greece (including sports)
Year 6	Super Sleuth – Viking, Normans and Anglo Saxons Oh I do like to be by the Seaside – Leisure and Entertainment 20 th Century.

- Medium Term Plans- These are half-termly, carefully planned which may have cross curricular links.
- Short Term plans- Weekly plans with objectives, subject skills, activities, resources, differentiation and success criteria.

The skills continuum for each year group provides a clear overview for planning, teaching and learning. It is an important aid to evaluate skills covered, and ensure that there is continuity and progression.

CROSS-CURRICULAR LINKS

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

- literacy - report writing, persuasive writing, speaking & listening, drama activities etc
- RE – telling stories etc...
- geography – map drawing, changing settlements etc
- Computing – using research tools (internet, CDROMs etc), word-processing etc ...
- art – drawing of artefacts etc...

S.E.N.D.

Pupils with Special Education Needs have differentiated activities that cater for the more able and the less able appropriately. Children with Pupil's Passports will be supported by Teaching

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Assistant with reference to the Special Needs Policy or work will be differentiated to their needs so they can access the lesson with little or no support.

Gifted and Talented

Differentiated activities using skill development will provide pupils with appropriately challenging and enriching extension activities. These will be aimed at a year above the normal range of history attainment (e.g. working at mastery level) and will be achieved through a variety of methods including effective questioning, research and ICT. Teachers to use the progression document to focus on higher skills and historical vocabulary.

EAL

Children with English as an additional language are encouraged and given opportunity to speak in their own language. Bi-lingual teachers and teaching assistants are used effectively to introduce new concepts and vocabulary in the child's first language wherever possible. Using visuals and props to help children's access the lesson.

Equal opportunity

Equal access to the History curriculum is provided to all children, regardless of gender, ethnicity or cultural background.

Health & Safety

The use of artifacts is risk assessed by the class teacher following the Lancashire loan boxes guidelines and History trips/visits will be risk assessed through Evolve and Mrs Bryden will authorise it.

Role of the subject leader

The subject leader in consultation with the Head teacher is responsible for:

- Maintaining and renewing resources.
- Contributing to teacher planning when necessary.
- Monitoring and evaluating children's work.
- Attending courses and disseminating information.
- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinized and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Resources

The school is adequately resourced for the teaching of History, which are collated by the subject leader. Project book loans from the Harris Library and Museum loans- from the Lancashire Museum are also available for limited period of time.

Staff organise visits to relevant museums or historical places of interest as appropriate to their Historical themes and linked to that year group's essential learning experience.

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Assessment, Marking and Reporting

History is assessed through the History themes with reference to the marking and assessment policy.

Teachers assess children through, Investigation, Observation and Application of History. Children are either working at beginning, developing or secure in their year group in each area. Attainment in History is reported to parents at parent's evenings and at the end of the year as part of the child's annual written report.

Conclusion

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, Curriculum Lead, History Co-ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

This policy needs to be in line with other school policies, so therefore should be read in conjunction with:

Teaching and Learning Policy
Assessment and Record keeping Policy
Marking & Feedback Policy
Special Education Needs Policy
Equal Opportunity Policy