

St. Saviour's C of E (VC) Academy

"Believe, Grow, Achieve with Christ"



St Saviour's
C of E Academy

Policy for History

Date: Summer 2020

Purpose

This policy outlines the purpose, nature, and management of History Taught in St. Saviour's CofE Academy. The policy reflects the work of the teaching staff and has been compiled by the History Co-ordinator. The implementation of this policy is the responsibility of the History Co-ordinator and all class teachers.

Mission Statement

At St Saviour's Academy, our vision is that the teaching of history gives pupils an understanding of the past through learning about human achievements and experiences. This inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world. As a school, we investigate sources such as pictures, stories, writing and artefacts to answer questions about the past and how this impact the world we live in today. We will examine the children's own personal history and that of their own family's history which will develop their sense of chronology throughout the study of topics in Key Stages 1 and 2. We aim to give our children a history curriculum which enables them to become confident, creative and independent learners. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration, and discovery.

Aims

1. To instil in the children a curiosity and understanding of events, places, and people in a variety of times and environments.
2. To develop an interest in the past and an appreciation of human achievements and aspirations
3. To understand the values of our society
4. 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
5. To develop a knowledge of chronology within which the children can organise their understanding of the past
6. 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
7. 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
8. To distinguish between historical facts and the interpretation of those facts
9. To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable, and sometimes controversial

In the National Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes, and physical, emotional, and intellectual development.

Through history the children learn a range of skills, concepts, attitudes, and methods of working.

Key Objectives

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. 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 understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children, and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events, and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological, and scientific, social, religious, cultural, or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people, and developments. They also learn that the past can be represented and interpreted in different ways

Scheme of work

We use the national scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. 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 up through the school.

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 each key stage and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a historical focus and in Key Stage 2 we place an increasing emphasis on independent historical

study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. We use a skills document through the school to outline the skills that are to be covered in each year group. Alongside this, we use an assessment tool to ensure that the key areas of history.

Planning

The History Progression Document outlines the knowledge and skills objectives to be taught in each topic. Teachers use this document to form the basis of a medium-term plan which is designed to incrementally develop the key learning for each topic in a coherent and logical way.

Individual lessons are planned using the flipchart template, which includes the use of the History Learning Mat. It is expected that teachers amend their planning during each lesson, where necessary, and throughout the unit because of formative assessment.

A KWL (What I **know**, What I **want** to find out, What I have **learnt**) grid is used at the beginning of a unit to help teachers assess the pupils' current understanding. It also provides an opportunity for pupils to think about what they might already know about a given topic and to pose questions that they would like to investigate further. The 'What I have learnt' part of the KWL process

Assessment

Teachers use the History Assessment document to structure their assessments. This clearly identifies the knowledge and historical skills that a pupil should master by the end of each year (e.g. 'A Year One Historian can...')

- **Formative Assessment**

Teachers continually assess the pupils' understanding of content during lessons through discussion, partner talk, group activities and independent tasks. Lessons are adapted because of this assessment to ensure that all pupils achieve.

Work that has been completed in the topic books is marked by the teacher either with the child during the lesson or after the lesson. Each piece of work is given a green or black stamp, in line with the marking policy.

Misconceptions are addressed through small group and whole-class feedback.

- **Summative Assessment**

At the end of each topic, pupils will complete an end of topic quiz which is used as an informal way of understanding what knowledge pupils have retained and what skills they are able to apply.

A learning log is also completed by the pupils, providing them with an opportunity to communicate their learning creatively and independently.

The teacher submits an overall judgement (below, working towards, expected or

greater depth) for each pupil at the end of each topic, based on the following evidence:

- Topic books
- End of topic quiz
- Learning log
- Discussions during lessons
- KWL grid

During transition meetings, teachers will share and discuss any assessment relating to History to inform future planning.