

History Subject Policy

John 1:1

"In the beginning was the Word, and the Word was with God, and the Word was God."



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

HISTORY STATEMENT OF INTENT

The History curriculum at The Blessed Sacrament Catholic Primary School is based upon following aspects which are explicitly explored through our teaching of History;

- Possibility
- Enquiry
- Emotional Awareness.

We offer all our children the opportunity to experience high-quality History education that ensures pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire our pupils curiosity to know more about the past, this enables them to have a better understanding of the society in which they live and that of the wider world. They will work as historians where they will critically analyse different sources of information. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

TEACHING AND LEARNING IN HISTORY

We use a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and other places of interest.
- They have access to secondary sources such as book, maps, and photographs.
- Visitor talks about personal experiences of the past
- They listen and interact with stories from the past
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of

the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults

HISTORY IN EYFS

History is taught in **The EYFS** 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.

HISTORY IN KEY STAGE ONE

In **Key Stage 1** children will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant such as The Great Fire of London. Their learning will be placed within a chronological framework.

HISTORY IN KEY STAGE TWO

In **Key Stage 2** children will continue to appreciate history in a chronological context. They will develop a secure understanding of British, local and world history. In upper Key Stage 2 they will study a range of time periods such as Ancient Greece, whilst in lower Key Stage 2 they will study the impact of the Roman invasion on Britain. Children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms and vocabulary. They will also learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and dealing with, different sources.

PLANNING FOR HISTORY

As a staff team we have developed a curriculum which meets the needs of our pupils. We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout Key Stage One and Key Stage Two. We use these as the basis for our half termly overview which is broken down further within our medium term planning. The class teacher keeps these plans in their planning file. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the units of work, so that the children are increasingly challenged as they move through the school.

ASSESSMENT IN HISTORY

At The Blessed Sacrament Catholic Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding and learning is being achieved and that appropriate progress is being made. After each unit has been taught teachers complete an assessment document to assess children against age related expectations. This then also allows class teachers and subject leaders to track standards within History and to direct any CPD and support where appropriate.

RESOURCES

We have a range of books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

PROFESSIONAL DEVELOPMENT AND TRAINING

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

HEALTH AND SAFETY

When planning fieldwork, teachers must complete a risk assessment prior to the trip. Teachers should refer to the school's Health and Safety Policy.

ROLES AND RESPONSIBILITIES

The History subject leader will be responsible for:

- Feedback to the governors on monitoring undertaken by the subject co-ordinator.
- Reviewing and updating the History policy and scheme of work.
- Monitoring the teaching and learning of history on a regular basis.
- Purchasing history resources.
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective history teaching activities in their short and medium term planning.
- Assessment and levelling of pupils in accordance with school assessment policy.
- Informing the History Subject Leader of any resources required for their particular class.

The Head Teacher will be responsible for:

- Supporting the History co-ordinator.
- Allocating the budget.

The subject is led a subject leader and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children's work, and teacher planning, pupil discussions, through a book scrutiny and lesson observations. This is timetabled on the Monitoring schedule and linked to the Monitoring Policy (QUAF).

INCLUSION

All children will be given access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We take all reasonable steps to achieve this.

SEN -We continually strive to ensure that those pupils with special educational needs are supported appropriately and have full access to the curriculum. We do this through promoting the use of visual, audible and kinaesthetic resources and learning activities.

AGT – We aim to challenge those children who are able, gifted and talented to ensure they make good progress. We strive to ensure that AGT children are given opportunities to apply historical skills and encourage children to take risks where appropriate. For example research and present a small project on a chosen topic, challenge them to find out more than the teacher knows. Use more open ended questions are provide them with a mysterious artefact – what do you think it is? Why?

EAL - We strive to ensure all EAL have access to the History curriculum through the use of differentiation including: word banks, pictures, Key vocabulary cards in their home language, books in their home language and use of support staff.

Mobile – we strive to provide a rich and balanced curriculum for all mobile children. We ensure they have the same entitlement regardless of time in school.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.



History Policy

April 2020

The implementation of this policy will be monitored by Louise Thompson in consultation with Eleanor Notman.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____