



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

History Policy

Date of policy: September 2019

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow. (Matthew 13:1-23)

Let the questions be the curriculum. (Socrates)

Aims and objectives

The aim of teaching history here at St Peter's CE School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach the children a sense of chronology, and through this they develop a sense of identity and a cultural understanding, based on their historical heritage. Thus, they learn to value their own and other people's, cultures in modern, multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of History at our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation;
- to enrich other areas of the curriculum.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary and secondary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance and we encourage visitors to come into the school and talk about their experiences of events in the past. We recognise the value of stories in history teaching and regard this as an important way of stimulating history in the past. We focus on helping children understand that historical evidence can be interpreted in different ways and that they should always ask searching questions of the evidence they are presented with.

Curriculum Planning

History is delivered through cross-curricular topics, designed to give coherence and context, covering the breadth of study for History as stated in the National Curriculum. Here at St Peter's, we have developed a progressive skills based curriculum based upon the National Curriculum Programmes of Study. The aims of study include:

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

We carry out curriculum planning in history in two phases (long-term and medium-term). The long-term plan maps the history units covered in each term throughout each Key Stage and ensures an appropriate balance and distribution of work. The history subject leader works this plan out in conjunction with teaching colleagues in each year group.

Our medium-term plans give details of the topic theme for each term. At the beginning of each history themed topic, children ask questions that they would like answering. These questions then help to inform planning. We also have ten questions for the children to answer by the end of the topic (known as 'Sticky Knowledge'). During the planning phase, we identify the specific learning objectives in the guise of 'Big Questions' and detail how the lessons are to be taught, the skills to be taught, the learning outcomes (including differentiated tasks and challenges), as well as the initial 'hook' and the end-of-topic 'celebration'. The history subject leader reviews these plans on a regular basis. Because we have some mixed age classes, planning is organised on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Foundation Stage

At St Peter's, we encourage the development of skills, knowledge and understanding that help children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum we relate the development of the children's knowledge and understanding of history to the objectives set out in the Early Learning Goals (ELGs). These underpin the curriculum planning for children aged birth to five. This learning forms the foundation for later work in history.

The contribution of ICT to teaching in this curriculum area

Pupils at St Peter's CE School use ICT-based sources as part of their historical enquiry, e.g. internet, databases and interactive activities. They use ICT in History where appropriate, to enhance their skills in data handling and in presenting their written work. Pupils also have the opportunity to use ICT to record images and sounds, such as digital cameras and voice recorders, and use these in presentations or as part of their written work.

Other curriculum links

English

Work in history provides opportunities for pupils to apply their language and literacy skills. Some of the texts that we use within English units are historical in nature to enhance the children's knowledge and understanding.

At Key Stage 1 pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations.

At Key Stage 2 pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and research skills in order to locate information. They are expected to organise their findings and present them to different audiences.

Mathematics

Work in History provides opportunities for pupils to apply their mathematical skills. At Key Stage 1 pupils are expected to begin to understand chronology through the sequencing of events in their lives and the sequencing of photographs and artefacts from different periods in their own lives.

Pupils at Key Stage 2 should build upon these skills in order to sequence key events of time studied using relevant terms. They are expected to organise findings and present them through the concept of data handling, e.g. bar charts, Venn diagrams and tables.

Citizenship and personal, social and health education

History helps pupils to think for themselves, to develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness and to respect diversity. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide pupils with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Art

Art provides opportunities for children to ask questions about a starting point for a piece of work. Using historical artefacts or historical visits provides valuable cross-curricular opportunities to develop skills of enquiry, investigation, analysis and presentation. For example, pupils learn about the lives of significant individuals in the past who have contributed to national and international achievements. We use famous artists from different periods of history to create pieces in their style. Works of art also provide opportunities for children to learn about life in different times and cultures.

Teaching History to children with special educational needs

At our school, we provide a broad and balanced education that enables all pupils to make progress, whatever their ability including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN). Within the classes there are children of differing abilities. We recognise this fact and 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, including:

- Setting common tasks, which are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete tasks.
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of different resources.
- Using classroom assistants to support children individually or in groups.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of a 'Record of Progress', or ROP, for children with special educational needs. The ROP may include, as appropriate, specific targets relating to history.

Assessment and recording

Teachers assess children's work in history lessons (through the creative curriculum) using three different stamps which identify how they achieve in the lesson; these stamps include, 'You've achieved your learning objective', 'Working towards learning objective' and 'I need to give you some more help so that you will understand.' The children's work is marked against the learning objectives, success criteria and outcomes for the lesson.

Termly assessments are made through observations of children's work and how they access information in history lessons. The children's progress is then shared with the subject leader using the History skills grids, which shows progression through year group expectations. Every term a judgement is made as to whether the child is on target to achieve the expected level, above or below by the end of the key phase.

Teachers use these assessments and their marking to plan future work for each child and make an assessment of progress as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of the academic year.

Resources

We have a wide range of resources in school to support the teaching of history across the school. We keep these resources in boxes for each unit of work. We use ICT programs and the internet to research historical events and periods and to develop our understanding of the passing of time. Resources are of good quality and are replaced as and when necessary.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the history subject leader, in addition to supporting colleagues in the teaching of history, informing colleagues about current developments in the subject, and providing a strategic lead for the subject in the school.

The history subject leader gives the head teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

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Review:

Signed:

Date: