

St. Mary & St. Benedict Catholic Primary School

History Policy 2021

Introduction:

This policy sets out St Mary & St Benedict CP School's aims and strategies for the successful delivery of the History curriculum. This policy should be read in conjunction with other relevant school policies such as the, Equal Opportunities, Curriculum, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the History Lead (Hannah Draper) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study (NC 2014)

Curriculum Intent:

Our aim at St Mary and St Benedict CP School is to encourage our pupils to develop an appreciation and understanding of the past. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum, whilst celebrating the diverse heritage of our pupils. Through a range of learning experiences and the evaluation of primary and secondary sources, our historians are learning how these sources can give us an insight in how people used to live in Britain and around the world. Our teaching aims to equip children with the skills needed to critically analyse and discuss how civilisations have undergone the process of change over time, and how these interpretations may differ.

Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. History is delivered through subject specific teaching, organised into blocks under a theme. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

Our aims:

- Provide an exciting, rich, relevant and appropriate History curriculum for all pupils.
- Develop an interest in the past, understand human achievements and learn about the major issues and events in local, British and world history.
- Develop a knowledge of chronology together with an understanding of the similarities and differences between historical periods and that change and progress are not necessarily the same.
- Understand that people's actions are influenced by their attitudes and values and that these may be changed over time.
- Appreciate and explain the variety of causes of historical events.

- Understand the nature of evidence by emphasising history as a process of enquiry, by developing a range of historical skills and reinforcing that historical explanation is provisional, debatable and open to different interpretation.
- Foster the values of attitudes associated with the respect for evidence, the toleration of a range of opinions and the appreciation of the value of cultural diversity.
- Develop their knowledge and understanding of other countries and cultures along with the history of the roles and relationships of men, women and children from different social and economic groups.
- Develop important cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.

Curriculum:

Early Years

Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage One:

Pupils are taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key Stage Two:

Pupils are taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.

The Teaching of History:

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about the information they are given. We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- The consistent use of a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning, class and group discussion, different styles of writing and communication together with drama and role play.
- Providing a range of resources of different complexity depending on the ability of the child; the effective use of a range of historical sources including artefacts, documents, books, pictures, photographs, statistical data, audio-visual materials, ICT software and websites to find out about the past.
- Constructive and regular use of visits to historical sites and museums; for example, Warwick Castle and Coventry Transport Museum.
- Unit markers are introduced at the beginning of a new area of learning. These help to prepare the children for their upcoming learning, introducing topical vocabulary and key events.
- Fostering an awareness that there are different interpretations of the past and that historical evidence may be partial or incomplete.
- An emphasis on encouraging pupils to investigate the past by asking a range of historical questions, by responding in a variety of forms and by making judgements about historical issues.

- Enabling pupils to start to develop the conceptual framework which helps them to make sense of history including and understanding of chronology, change, causation, links and connections.
- A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils, including students with special educational needs, the gifted and talented pupils from different ethnic or gender groups.
- For some history activities differentiation will be by outcome e.g. some forms of creative writing and drama. However, for activities such as research and reference skill work planned differentiation is essential.

Assessment:

Children are encouraged to self, peer and group assess work in a positive way, and evidence of this will be shared with the history subject leader.

After each history session, class teachers will evaluate the teaching and learning before proceeding and adjust future plans to meet pupil needs and curriculum coverage.

Reporting to parents follows school guidance and procedures.

The history subject leader will use pupil voice to review skills development, opportunity and engagement.

Inclusion:

At St Mary & St Benedict CP School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. The use of ICT is also readily available to allow pupils to access learning opportunities. Language support staff work closely with teachers to support children with EAL to have access to lessons.

Monitoring, Evaluation and Feedback:

Monitoring standards of teaching and learning within History is the primary responsibility of the History Leader. All teachers are expected to keep weekly planning for history sessions. The History subject leader will also keep a history portfolio which must contain work samples from all classes to demonstrate history lessons as well as cross curricular opportunities.

Details of monitoring and evaluation can be found in the History Action Plan and Subject Leadership Folder.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice
- Teacher & support staff voice.

- Reflective teacher feedback.
- Learning environment monitoring.

Evaluation and Feedback will be achieved through:

- Dedicated History Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Feedback on evaluation of monitoring activities to be provided by the History Leader in a timely manner.
- Feedback on whole school areas of development in regard to History to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities:

There are key roles and responsibilities specific members of staff have.

Head Teacher

- Monitoring the implementation of the History Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the History policy, and History Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving and setting budgets.

History Leader

- Raising the profile of History for all stakeholders.
- Monitoring the standards of History and feeding back to staff, so they can act on areas for development.
- Ensuring planning and assessment expectations are in place for History.
- Maintaining overall consistency in standards of History across the school.
- Auditing the needs of the staff in terms of training/CPD.
- Supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Using nationally recognised standards to benchmark History.
- Creating Action Plans for History and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.

Resources:

A wide variety of resources are sited in the resource room, classrooms and library.

- Our environment – historical aspects of Coventry.
- The children themselves – their family and backgrounds.
- Encyclopaedias, reference books, biographies, magazines.
- Lending and reference libraries.
- Access to resources from the Museum.
- Individual boxed resources including artefacts, reference material.
- Posters and magazines, catalogues etc. on subjects ranging from the 'Stone Age' to the 1970's.
- Worksheets on various aspects of History.
- Audio and video tapes, and access to the internet.

Parental and Community Involvement:

Parents and other members of the local community also constitute an important resource which can be used to help pupils explore a variety of aspects of the subject and regular use will be made of appropriate visitors and visits during the history programme. Pupils will be encouraged to develop and extend their studies at home and to become aware of the value and potential of the subject in a range of different contexts.