

History

Date: April 2018

Review Date: April 2019

"We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including History. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our History Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Introduction

Studying History stimulates children's understanding of people, places, cultures and key events in the wider world and their development over time. It is more than the learning of discrete facts; it is the understanding of the underlying reasons for events and developments. Children can begin to comprehend the influence of actions and figures in shaping our past and infer an understanding of responsible attitudes and citizenship in the present. It is also the process of enquiry, using evidence available to us to ask questions, investigate, interpret, analyze, evaluate and draw conclusions about life in the past, and as such provides invaluable, far-reaching life skills. Therefore it contributes to the whole school vision of Life in all its Fullness, through children acquiring knowledge of the past and developing the wisdom to make positive changes for the future.

Aims & Objectives

- To stimulate interest in the past, understand human achievements and learn about significant issues and events in local, British and world History.
- To develop knowledge of chronology, together with an understanding of the similarities and differences between historical periods
- To help pupils come to an understanding of the nature of the society in which we live in the context of past social and political developments
- To develop an appreciation of people's actions and how they are influenced by their attitudes and values which change over time; knowledge of causes behind historical events and of other countries and cultures; and an understanding of relationships and roles within different social and economic groups
- To foster a sense of identity and an increased understanding of pupils' own positions in their own community and the world
- To understand the nature of evidence by emphasising History as a process of enquiry, developing a range of skills such as speculation, research, argument, deduction and questioning to reinforce that History is open to interpretation

Teaching Guidelines

Foundation Stage

In the Foundation Stage children will study history as part of the Early Learning Goal for Knowledge and Understanding of the World. They undertake practical, skill-based activities that will support their understanding of the world, beginning with their own experiences, and moving backwards in time to look at life as their parents and grandparents knew it. They are taught an awareness of their place within their family, past events in their own life and changes they have experienced. In doing so, they are introduced to simple historical language.

National Curriculum Aims for History

In both Key Stage 1 and 2 pupils should develop their knowledge, skills and understanding within the following five strands:

1. Understand a history of Britain as a chronological narrative from early times to present day.
2. Knowledge and understanding of significant aspects of the history of the wider world.
3. To gain and deploy a historically grounded understanding of abstract terms such as 'empire' & 'civilisation'.
4. Understand historical concepts and use them to make connections, draw contrasts and create structured accounts.
5. Historical enquiry
6. Gain historical perspective by placing knowledge into different contexts.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and

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understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be 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 2

Pupils continue to develop a chronological knowledge and understanding of British, local and world history by making connections between different topics. Crucially, children are taught how to find out about the past from a range of sources and therefore build on their ability to enquire, analyse, infer and deduce. Pupils also continue to learn to communicate and present their knowledge through effective oral argument and written work that has involved thoughtful selection and organization of relevant historical information.

Teaching and Learning

- Varied teaching and learning styles are applied, which ensure that opportunities for active, challenging and engaging learning opportunities are exploited. Pupils are taught through discussion, drama, practical activity, collaborative and independent research, games, investigations, problem solving and recording
- History should be taught using whole-class research, analysis and discussion, combined with enquiry-based collaborative group work for research and practical activities, and independent tasks
- Children are involved in practical, investigative tasks using a variety of both primary and secondary sources, including reference books, maps, pictures, ICT and artefacts
- Children are encouraged to record and report their findings in a variety of ways relevant to all learning styles, including using ICT, written tasks, debate, Art and Drama
- Cross- curricular links are made to a variety of subjects to broaden understanding and engage pupils, including Geography, RE, Music, Art, ICT and DT, Literacy and Drama
- Appropriate visits from relevant specialists and to museums and places of historic interest are arranged to extend children's experiences and enjoyment of the past

Planning and organisation

Curriculum planning in History consists of three types; **long-term**, over one school year; **medium-term**, over one term; and **short-term**, weekly.

- **Long Term Plans** are developed by the History coordinator in consultation with teachers in each year group and are closely aligned with the requirements of the National Curriculum for History
- **Medium Term Plans** give details of the program of study covered each term by a year group
- **Short Term Plans** detail the lessons taught over a week. These identify learning objectives for the lesson as well as differentiated learning tasks for specific ability groups and children with Special Educational Needs or who are Gifted and Talented where appropriate

Additional Educational Needs

We recognise the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, by matching the challenge of the task to the ability of the pupil. We achieve this in line with our Inclusion and Gifted and Talented policies by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, with children completing as much as they can
- grouping pupils by ability and setting different tasks to each ability group
- providing resources of different complexity according to the ability of the pupil

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- using teaching assistants to support the work of individual pupils or groups of pupils
- giving additional teacher input to some pupils when needed

Respect will also be granted to EAL children and pupils from all origins by promoting social inclusion through:

- addressing the causes and consequences of prejudice, discrimination and inequality
- tackling the need to challenge stereotypes
- studying the importance of looking at the History of a range of societies and cultures from around the world

Monitoring and assessment

Monitoring

History provision is monitored by the History coordinator, who performs an analysis of data, as well as a scrutiny of pupils' work and planning across all year groups. This information is communicated to staff with areas of strength and development points for specific year groups.

Assessment

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements and guide the teacher in planning the pupil's future learning. In KS1 and KS2, teachers record a teacher assessed end of year grade onto Target Tracker, informed by their own observations of the children and the children's work throughout the year. This assessment helps inform graded feedback to parents in children's annual reports.

Headteacher:		Date:	
Chair of Governing Body:		Date:	