

Sacred Heart Catholic Primary School



History Policy

2017-18

PROUD of our children: **PROUD** of our school: **PROUD** of our faith

Date Policy agreed	June 2017
Governors Committee Responsible	Teaching, Learning and Curriculum
Governor Lead	
Status and Review Cycle	Every two years
Next review date	June 2019
Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This policy reflects the current philosophy and practice in relation to the teaching and learning of History at Sacred Heart Catholic Primary School. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in History. The policy offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

MISSION STATEMENT

Our Mission Statement sets out what our school stands for; beliefs, ethos, values and purpose.

At Sacred Heart we are:

PROUD of our children; **PROUD** of our school; **PROUD** of our faith.

We aim:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

The staff of Sacred Heart Catholic Primary School will work to give each child the tools necessary for them to make **progress**, show **resilience**, approach subjects with an **open heart**, celebrate **uniqueness** (irrespective of ability) and provide opportunities to **demonstrate their faith**. From this each child will have a strong sense of self-worth and self-esteem. We are **PROUD** that all teaching and learning is underpinned by the school mission statement.

This History Policy sets out how we achieve our Mission Statement and School Aims

AUDIENCE

This History policy document is available to:

Teaching and Support Staff
Governors
Parents
Supply Teachers

Copies of this policy are available through the school website and also through the school office on request.

THE PHILOSOPHY OF HISTORY

History is about engaging children's interest and understanding about the life of people who lived in the past. It is concerned with sequence, time and chronology and involves the study of evidence. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It engages the children's curiosity about the past in Britain and the wider world and by considering how people lived in the past, they are better able to make their own life choices today. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. Historical understanding and learning can help influence their decisions about personal choices, attitudes and values. In history, children learn to enquire, research, explore, use evidence and conclude a point of view - skills that are of great value in adult life.

Subject Aims

History is a National Curriculum Foundation Subject with designated programmes of study.

The aims of history are consistent with our school philosophy. A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

The programmes of study for both Key Stage 1 and 2 are based on the progressive historical skills, knowledge and understanding of –

- Chronology
- Events, people and changes
- Interpretation
- Enquiry
- Communication

Teaching should ensure that these key historical skills are used when developing the knowledge and understanding of the complexity of people's lives, the process of change, the diversity of societies as well as their own identity and the challenges of their time. The subject aims are;

- to instil in children a curiosity and understanding of events, places and people in a variety of times and environments
- to develop an interest in the past and an appreciation of human achievements and aspirations
- 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
- to develop a knowledge of chronology within which the children can organise their understanding of the past

- 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
- 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
- to distinguish between historical facts and the interpretation of those facts

CURRICULUM AND SCHOOL ORGANISATION

Content

The History Curriculum is divided into Key stages and is organised into an increasing degree of difficulty that aims to stimulate, challenge and enhance the development of key historical skills.

Early Years

History is taught in the Foundation Stage as an integral part of the topic work covered during the year. Teachers relate the historical side of children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, 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

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
- the lives of significant individuals in the past who have contributed to national and international achievements. Some could be used to compare lives in different periods
- significant historical events, people and places in their own locality

Key Stage 2

Pupils should be 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
- a local history study
- a study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilisations 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 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.

Within both Key Stage 1 and 2 the children focus upon the key historical skills and the acquisition and development of these in a progressive manner, throughout their school career.

PLANNING and LEARNING STYLES

At Sacred Heart, teachers ensure that there are planned opportunities for children of all abilities to develop their skills and knowledge of each unit and we use the 'Learning Challenge Curriculum', alongside the National Curriculum programmes of study, to ensure that there is progression as children move through school.

We utilise many learning and teaching styles. History will be taught through themed based lessons alongside and within other curriculum lessons e.g. Literacy, Maths, Art, Design and Technology and Computing. History should be biased towards practical, enquiry based lessons using a range of sources and resources. Pupils should aim to become historical detectives and units of work will engage them with open-ended questions to explore. Through Key Stages 1 and 2 they refine their questioning skills and their thinking should become more sophisticated. The demands on them, in terms of knowledge and thinking, become more challenging.

Early Years

In the Early Years Foundation stage, History forms part of the learning children acquire under the objectives set out in Development Matters, Understanding the World, which underpins the curriculum planning for children from birth to five. Historical study makes a significant contribution to the development of each child's understanding of the world. In the Foundation Stage children should be able to:-

- 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 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. Pupils should use a wide vocabulary of historical terms and should ask and answer questions choosing stories and other sources to show they know and understand the key features of events. Children should understand the ways we can find out about the past and identify different ways in which it is interpreted and represented.

In planning to ensure progression through teaching about the people, events and changes, teachers may introduce pupils to historical periods that they may study more fully at Key Stage 2 and 3.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should note connotations, contrasts and trends over time and develop the use of appropriate historical terms. Children should address and devise historically valid questions about change, cause and similarity and difference. Children should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Computing enhances the teaching of History wherever appropriate, in all key stages. Children use software to enhance their skills in research and communication. Younger children are able to use simple desktop-publishing software to try out simple models and images.

ASSESSMENT RECORDING AND REPORTING

Teachers assess children's work in History in a variety of ways. Younger children may talk about their learning using appropriate vocabulary and give reasons for their thinking. They may make models and art works related to the period or people studied and use role play to explore the subject further. Older children may produce more complex and detailed work and carry out questioning, research, analysis and present clear narratives that note connections and contrasts over time. Teachers will make informal judgements during lessons. They will record the progress children make by assessing children's work against the lesson's learning objective. Teachers then use these judgements to inform and plan for future learning. It is also very important that children are involved in their own assessment and they are given the opportunities to evaluate, reflect upon and talk about their own learning. Therefore, pupils, dependent on the age and ability, are involved in actively evaluating their work and thinking about possible improvements and future targets.

Reporting

The Early Learning Goals and the National Curriculum are used to summarise performance for the purposes of reporting to parents and carers.

THE ROLE OF THE HISTORY SUBJECT LEADER

The responsibility of the History subject leader is to:

- Provide leadership and management of the subject to secure high quality teaching and learning
- Play a key role in motivating, supporting and modelling good practice for all staff
- Provide support for colleagues in the planning and teaching of History
- Renew, update and complement the resources needed to deliver the History curriculum
- Monitor, evaluate and review whole school planning, to ensure progression and continuity.
- The monitoring of the standards of children's work. Photographic evidence can be used to support this
- Keep staff informed of developments or changes in the History curriculum
- To identify areas for development and to formulate/evaluate action plans.
- Provide a strategic lead and direction for the subject across the whole school.
- To report to the Head Teacher and Governing Body on History related issues
- To liaise with outside agencies and attend subject specific courses

RESOURCES and ACCOMODATION

Our school is developing a range of resources to support the teaching of History. These will be situated in a specified location within each Key Stage and are relevant to the Key Stage topics and periods studied. Sacred Heart has subscribed to a range of historical on-line informative sites to assist with planning and resources needed. The school's resources include interactive and current software, books, timelines, models and constructions and artefacts. Visits to places of historical interest are arranged as are visitors and experts to our school to explain and expand on the children's learning. Forms to apply for project loans are available and the library is full of useful books and resources.

CROSS CULTURAL OPPORTUNITIES

We ensure that all children irrespective of their ability/disability have access to the History curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. To reflect the diversity of our society, we ensure that children have access to the work of artists, artefacts and resources from a range of gender, ethnic backgrounds and cultures.

Special Educational Needs and Able Pupils

The school uses a variety of teaching and learning styles in history lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas and understanding.

We teach history to all pupils, whatever their ability and individual needs. History implements the school curriculum policy of providing a broad and balanced education for all children. Through history teaching, we provide learning opportunities that match the needs of children with learning difficulties and take into account the targets set for individual children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this.

TRAINING AND DEVELOPMENT

The subject leader should:

- Audit staff skills and confidence in the teaching of history on a regular basis;
- Arrange training for individuals as required;
- Attend courses and support and train staff as far as possible.

Advice regarding all aspects of History can be sought from the subject leader and any requirements for training can be discussed and planned for.

MONITORING AND EVALUATION

The History Subject Leader together with the Leadership Team is responsible for monitoring and evaluating History in line with the whole school policy. The History policy is reviewed every two years (or as needed) and updated as necessary.