



St Mary's RC Primary School

History Policy

MISSION STATEMENT

All are welcome here to walk with Jesus as we love, learn and flourish.

History Policy Introduction

History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. 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. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and the teaching of History at St Mary's RC Primary School and that these are consistently applied.
- To instil in the 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 understand the values of our society
- 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
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

School Staff

- To promote a confident, positive attitude towards the learning and use of History
- To promote a love of history through a range of teaching styles and activities

Parents and Carers

- The School aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in History
- Parents/carers have the opportunity to meet with child's class teacher at least twice a year at Parents' Evening and receive written reports during the year.
- To support their children with History homework activities (please refer to Homework Policy).
- To praise their children for the good things that they do in History

Governors

We have a designated link governor who will:

- Meet with the History Subject Leader at least once a year to find out about:
- The school's systems for planning work, supporting staff and monitoring progress;
- The allocation, use and adequacy of resources;
- How the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of History lessons
- Take part in lesson observations or planned History activities in school
- Promote and support the positive involvement of parents in History
- Attend training and other events relating to the History curriculum
- To be understanding and supportive of our aims in the learning and teaching of History and to review this policy annually.

Implementation and organisation of History

EYFS

- Our teachers use the Early Years Foundation Stage Curriculum to support the teaching of History in the Foundation Stage.
- The EYFS children have the opportunity to communicate in a widening range of situations
- The children explore, enjoy and learn about different aspects of the past
- History is planned on a weekly basis on a half term rota with geography and assessed using the criteria from the Early Learning Goals.
- Depending on the lesson being taught, the Reception children are either with the rest of the KS1 children for the input or have input aimed directly at their Learning Goals.

KS1

- Our teachers follow the Lancashire Planning guidance which is based on the National Curriculum 2014, to support their planning and delivery of History teaching.
- The teachers use the guidance given in the Lancashire Planning guidance
- The short term planning is done weekly, listing the specific learning objectives that are to be covered in each year group for each lesson that week.
 - Teaching and learning is differentiated to best match the needs of the class and the individuals

- Children in KS1 are taught History for approximately 1 hour a week per half term on a rota with geography

KS2

- Children in Years 3, 4, 5 and 6 are taught History one half term on a rota with geography.
- Our teachers follow the Lancashire Planning guidance which is based on the National Curriculum 2014, to support their planning and delivery of History teaching.
- The teachers use the guidance given in the Medium Term Planning created by the Lancashire History and Assessment team.

Resources

Resources are subject based and are stored in each class linked to the topics covered.

Planning Formats

- All teachers use the planning proforma created by the History Subject Leader that includes space for Learning Objectives for each year group, whole class input, individual group activities and plenaries.

Assessment

- EYFS are assessed according to Early Learning Goals.
- Year 1 and 2 are assessed according the Lancashire Assessments called KLIPs (Key Learning Indicators of Performance)
- Years 3 -6 are also assessed according to KLIPS

Homework

- Homework (please refer to the School's Homework Policy)
- Homework provides opportunities for children to practise and consolidate their skills and knowledge
- Homework activities are varied, interesting and fun so that the children are motivated; the tasks often compliment the area of History being taught that half term.

Subject Leader

- The role of the Subject Leader is to provide professional leadership and management in History in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective use of resources.
- The Subject Leader will train and coach staff on History pedagogy within the school and keep up to date with developments from a county and national level.
- The Subject Leader has regular discussions with the Head Teacher and other members of staff about learning and teaching in History and provides a subject overview of the strengths and weaknesses of History within St Mary's Primary School on a termly basis.
- During the academic year the Subject Leader has specific allocated time for subject evaluation and monitoring tasks.

Policy written by J Robinson

Policy date – October 2020



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