

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

History Policy September 2021

- A creative, inspiring school.
- An exciting, quality environment.
- An inclusive place that nurtures children's individual talents.
- A place to learn 'People Skills' to prepare us to become good citizens.

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HISTORY POLICY

1. Aims and objectives

- 1.1 The aim of history teaching here at St John the Baptist Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach 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. In our school, history makes a significant contribution to a citizenship education by teaching about how Britain developed as a democratic society. 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.
- 1.2 The aims of history in our school are:
- Through the teaching of History we seek to install the Christian values of wisdom, humility and justice. Allowing children the knowledge of how societies have changed to become the way they are today.
 - 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 Britain history and to appreciate how things have changed over time.
 - To develop a sense of chronology.
 - To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education. To further develop their Christian understanding of Justice.
 - 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 help children understand society and their place within it. To instil Christian humility so that they develop a sense of their cultural heritage.

- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To develop a sense of British Values.

2. Teaching and learning style

- 2.1 History teaching focuses on enabling children to think as historians. Where possible, both in school and on out of school visits, we encourage children to examine artefacts and primary resources. 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 information they are given.
- 2.2 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.
 - Setting tasks of increasing difficulty. Not all children complete all tasks.
 - Grouping children by ability in the room and setting different tasks for each ability group.
 - Providing resources of different complexity depending on the ability of the child.
 - Using classroom assistants to support children individually or in groups.

3. History curriculum planning

- 3.1 We use key objectives from National Curriculum as the basis for our curriculum planning in history and have adapted a topic based approach across the whole school. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the work so that the children are increasingly challenged as they move up through the school.
- 3.2 We carry out curriculum planning in history in three phases (long-term, medium term and short-term). The long-term plan maps the key objectives to be studied in each year during each key stage; the history subject leader

works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum.

- 3.3 As the basis for our medium-term plans, the class teacher splits the objectives from the Long Term Plan into each term. The class teacher is responsible for ensuring they have taught all objectives by the end of the year. The history subject leader keeps and reviews these plans on a regular basis to ensure that coverage is being met.
- 3.4 The class teacher creates the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the history subject leader often discuss them on an informal basis.

4. Foundation Stage

- 4.1 We teach history in the Foundation Class as an integral part of the topic work covered during the year. We relate the history aspects of the children's work to the objectives set out in the statutory framework for the EYFS which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the Early Years Foundation Stage Framework objectives of developing a child's knowledge and understanding of the world through activities which may include 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.

5. The contribution of history to other subjects

- 5.1 **English**
History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the English lessons are historical in nature. For example, in Key Stage 2, we have looked at *Oliver Twist*, to enhance the children's knowledge and understanding of life in Victorian Britain. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.
- 5.2 **Mathematics**
History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to

interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

5.3 Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work and they research information using the Internet.

5.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children 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. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We provide children with the opportunity to discuss justice through the use of moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. The history planning enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

6. Teaching history to children with special educational needs

6.1 At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history 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 different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 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, 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.

- 6.3 Individual Education Plans (IEP) are used for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.
- 6.4 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 archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

- 7.1 We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. We use this as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

8. Resources

- 8.1 The school has a selection of resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a limited supply of topic books and software to support children's individual research, but these are supported termly by a range of books borrowed from the Education Library service.
- 8.2 We also have a class set of ipads and laptops which are used regularly to enhance learning.

9. Monitoring and review

- 9.1 Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Reviewed: September 2021
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Reviewed by Staff;Mrs N Haythron.....

Reviewed by Governor: