



## ST. PETER'S CATHOLIC FIRST SCHOOL (ACADEMY), BROMSGROVE

### HISTORY POLICY

#### LOVE GOD AND LOVE ONE ANOTHER

#### CSPP-Curious, Active, Eloquent, Attentive and Compassionate

#### Our Mission

At St Peter's Catholic First School we believe History is an essential subject to help children appreciate how the modern world has been shaped through events in the past. Children are encouraged to learn about historical events and periods and how these have shaped the world today.

#### Aims

Through the teaching of History we aim to:

- Stimulate curiosity about the past
- Develop an understanding chronological order
- Use a variety of Historical vocabulary
- Develop research skills needed to access relevant information
- Increase knowledge and understanding of the history of Britain, Europe and the world
- Help pupils develop a sense of identity through studying the history of their locality
- Give opportunities to convey understanding / interpretation of past events in a variety of ways
- Provide situations which foster independent / co-operative activities
- Develop independent research skills through enquiry-based learning.

#### Objectives

History at St Peter's aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge. Historical skills and objectives have been split to ensure progression and the National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school Curriculum Map ensures that learning is progressive and that historical skills are central to learning.

##### In FOUNDATION STAGE:

Children develop a sense of time through events in stories, their own lives and their family relationships using appropriate vocabulary. Children develop an awareness of time and change through photographs and artefacts.

##### In KEY STAGE 1:

In KS1 children develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past. Children also learn about significant people and events, and look at where these fit within a chronological framework. Children are also encouraged to use different methods of historical enquiry through a variety of sources to compare lives, past and present, and question events in the past. Children compare the similarities and differences between the past and now and use a range of Historical vocabulary to do this.

### **In KEY STAGE 2:**

In Key Stage 2 children begin to extend their depth of historical enquiry and broaden the range of study. Children start to make connections and note contrasts and trends over time. Children are taught to interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word. Children increase their awareness of events, people and societies from the past to gain a better understanding of the present. Children also discuss and study historical changes and their impact on life today. Whilst studying people and events, children in KS2 use a variety of Historical vocabulary and ask a range of questions to gain a deeper understanding of the events being studied and examine a range of historical artefacts.

### **Equal Opportunities**

All children are entitled to equal access to the History curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. In topic work, a balance of interest is provided for both boys and girls. For example, the role of women and men in history is equally important in areas of study. See our Equal Opportunity Policy for more details.

### **Special Educational Needs**

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts or talents, and those learning English as an additional language. Work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language, resources and artefacts used. When planning visits, physical abilities are taken into account. Please refer to SEN Policy for details

### **Teaching and Learning Styles**

We use a variety of teaching and learning styles in History lessons and use cross curricular links when possible. We do this through a mixture of whole class teaching and individual/group activities. Children are encouraged to share ideas and often work with a Learning Partner to help develop ideas and aid discussion. Children use a wide range of Historical artefacts and resources, including ICT, to support their learning. When the opportunity arises, children participate in role play, workshops, Historical themed days and school trips to ensure they experience the subject in different forms and make their learning more real.

### **Planning**

The National Curriculum Programme of study and the curriculum guidance for the Foundation Stage form the basis of long term planning. In Years 1 to 4 our long-term Curriculum Map identifies which objectives are taught each term and which topic they link to. This ensures coverage and progression across the school. Teachers then identify the learning objectives for each unit of work, matching possible teaching activities with learning outcomes and ensuring essential key objectives are covered at least once a year.

### **Cross Curricular Links**

By teaching through a topic, many cross-curricular links are made between History and other subjects. History work will be recorded in each year group's curriculum book and follows a sequence of learning based around the appropriate topic. Children also develop key language and reading skills when accessing the History curriculum as well as the use of ICT to research and present findings.

### **Differentiation**

We teach History to all pupils, whatever their ability. 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.

### **Environment**

History displays and working walls are used when appropriate and usually centre around the current topic. Key words, photographs and resources are used to support the learning environment to help develop and extend children's geographical understanding. Each class has a timeline on display featuring appropriate dates and periods. These are regularly talked about when introducing new topics or time periods to ensure children make links to other topics studied.

### **Assessment and Recording**

The learning outcomes in each unit show how children might demonstrate what they have learnt. Pupils are involved in actively evaluating each piece of work against the success criteria and 'I cans' are used to evaluate pieces of recorded work in books. Teachers provide children with feedback and give children the opportunity to develop their understanding by providing children with next steps when appropriate (see Feedback and Marking policy). Teachers make assessments about individual children's development on Classroom Monitor and use this to inform planning. The Subject Leader for History will check progress and attainment at the end of the year.

### **Reporting**

Academy Representatives are informed of History priorities through the subject action plan. They are also informed of progress and standards within the subject throughout the course of the year. This will be in the form of a written document outlining the actions to date, impact of actions and any next steps or future actions.

Parents are informed of their child's progress and achievement in History within the end of year school report.

### **Resourcing**

Our school has a wide range of resources to support the teaching and learning of History across the school. Each class has their own resources related to topics being studied. There are other Historical artefacts and resources kept in the History cupboard. A list of appropriate websites can be found on the shared system in the History folder.

### **Home School Links**

Children are given regular Home Learning tasks which relate to their current topic. When appropriate History related tasks are set to give children and parents the opportunity to learn together at home. Parents are informed of the topics and skills children are covering through Curriculum Letters. The History page on the school website sets out the coverage of the History curriculum across the whole school.

### **Liaison with other schools**

The school's History coordinator regularly attends MAC meetings to liaise with other schools about the teaching and learning of History within school. We strive to create links between the schools and are create opportunities for children to engage in activities involving other schools.

### **Role of Coordinator**

The History subject leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The coordinator supports colleagues in the teaching of History by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and

weaknesses in the subject and identifying areas for improvement and development, which is identified through monitoring.

### **Monitoring and Evaluation**

The History subject leader uses monitoring and evaluation to develop a better understanding of the subject. The subject leader follows the school monitoring cycle to gain a better understanding of the subject to help inform them of future development needs. This is evaluated and then helps form the History subject action plan.

**This policy will be reviewed every three years.**

**Updated: October 2017**

**Teaching Staff consulted: Wednesday 18<sup>th</sup> October 2017**

**Approved by Academy Representatives: November 2017**

**Due for review: November 2020**