

History Policy



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

1.1 The aim of history teaching here at Saint Augustine Webster Catholic Voluntary Academy 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. 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 so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The aims of history in our school are:
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 British history and to appreciate how things have changed over time;
to develop a sense of chronology;
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, so that they develop a sense of their cultural heritage;
to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

1.3 Learning Objectives

To investigate and interpret the past.

To build an overview of world history.

To understand chronology.

To communicate historically.

2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we aim to 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;

allowing children to set their own tasks, where appropriate as part of our approach to independent learning within the creative curriculum

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** Planning for the teaching and learning of history at Saint Augustine Webster takes place within themes as part of planning for the creative curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each theme and we build planned progression into the themes 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 teaching and learning of history in each term by every year group within the planning for the creative curriculum; the history subject leader works this out in conjunction with teaching colleagues in each year group. The children study history topics in conjunction with other subjects. In Key Stage 2 we place an increasing emphasis on independent historical study. We teach the key skills set out in the National Curriculum.
- 3.3** Themes for the creative curriculum change every half term and form the basis for our medium-term plans. Children are encouraged to play an active part in the planning of their learning. This may take the form of question walls and mind mapping. Plans may alter as learning progresses. These plans are available for the history subject leader to monitor and review regularly.
- 3.4** The class teacher writes the lesson plans for each history lesson (short-term plans). These plans state the specific learning objectives of each lesson, informed by prior learning and assessment. These individual plans are also available for the history subject leader to monitor and review regularly.

4 Early Years Foundation Stage

- 4.1** We teach history in the EYFS as part of the 'Understanding the World' area of learning and development. Teaching and learning may occur as part of planned and child initiated activities throughout the year. Activities may be ongoing routines or specific theme based learning related to ourselves, growth or families.

4.2 Key Stage 1

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nations achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

4.3 Key Stage 2

Look at:

- 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.
- A local history study.
- A study of a theme in British history.

- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non-European society that contrasts with British history chosen from;
- Early Islamic Civilization; Mayan Civilization; Benin.

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 teaching of literacy are historical in nature. 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. In the Early Years children learn to use the language of sequencing. Later on children learn to use numbers when developing a sense of chronology through doing activities such as using time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example 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 and a range of software. Independent learning is actively encouraged by the use of laptops and I pads. Children have the opportunity to use digital cameras to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

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 also provide children with the opportunity to discuss moral questions, or what is right and wrong, this can be through various topics including those studying key events of the past and personal histories of significant individuals. Children find out how British society has changed over time, for example when learning about The Stone Age right through to The Anglo Saxons, in Key Stage 2. The study of a theme in history 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. Learning should be multi sensory wherever possible. 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 milestones allows us to consider each child's attainment and progress.
- 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, and 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** 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 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 and as themes progress. Evidence may include comments, anecdotal observations, photographs, video, pictures or written work. On completion of a piece of work, the teacher marks the work and comments as necessary, using the schools marking code. At the end of a theme, the teacher makes a summary judgement about the achievement of each pupil in relation to the National Curriculum key skills and milestones, this is then recorded using the Chris Quigley assessment tool. This information is passed on to the next teacher at the end of the year.
- 7.2** The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school. This also can show examples of basic, deep and mastery learning.

8 Resources

- 8.1** There is a range of resources available, some of which are kept within year groups and some located in The Zone. The library contains a good supply of history based fiction and non fiction books. In addition, loans boxes from the North Lincolnshire Museum are available if required. The museum also provides a range of workshops. Resources can also be accessed on line for Teachers and pupils.

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, this will be aided by attending co-ordinator meetings with

other Schools which will also enable us to share and gain ideas, examples of work and resources. This is particularly helpful while building a profile of basic, deep and mastery learning.

Signed:

H Isaac

Date: 5/9/17