

History Policy Statement

INTRODUCTION

History is a subject within the National Curriculum 2014. This policy is a statement of the aims, principles and strategies for the teaching and learning of History St. Gregory's Catholic Primary School.

It was developed through a process of consultation with the subject co-ordinator and staff and is reviewed on an annual basis.

It is the role of the Headteacher and History Subject Leader to ensure that the policy is successfully implemented.

THE NATURE OF HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

ENTITLEMENT

It is our intention to ensure that every child develops history capability through provision of the equivalent of **2 hours per week for 3 half terms** for each child in Key Stage 1 and 2. The time allocation may vary due to individual teacher's planning to include life skills and outdoor learning.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

AIMS

At St Gregory's Catholic Primary School we aim to immerse our children in the past and engage them, fostering their **curiosity** and building a sense of awe in the past. We have worked hard to create a bespoke curriculum which not only allows our children to learn about some of the fascinating events of the past, but also the skills of empathy, enquiry and discussion.

We want our children at St Gregory's to know key events and where they sit within a historical chronology. But we also want them to question why? How? What if?

As they advance the school, children should increasingly become 'historical detectives'. Not only looking at and using sources, but thinking critically about their implications and value as well as sifting through the murky waters of fact and opinion.

History provides excellent opportunity for cross curricular links such as holding debates, understanding where in the world certain events took place and why, putting themselves in the situation of others; developing skills of empathy and also learning how and when to be objective when investigating and looking for fact.

These cross curricular links are capitalised as much as possible. At the end of their historical journey with us, we hope that children are fascinated by the past of Britain and the wider world, understand the complexity and diversity of society and begin to understand their own identity and the challenges of their time.

IMPLEMENTATION

The History curriculum is introduced through a bespoke curriculum at St Gregory's Catholic Primary School.

Practical guidelines for implementation of the policy are provided in the History Curriculum Overview and National Curriculum. A teacher is able to adapt the topics or implement activities that relate to a particular theme or special event. However, they still need to deliver the skills.

SPECIAL EDUCATIONAL NEEDS

All pupils, including those with SEN's, are entitled to participate in history activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:-

- extended time to develop knowledge and understanding
- differentiated activities
- teacher/TA support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

HEALTH AND SAFETY

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips. This will identify any risks and procedures will be put into place to minimise these.

RESOURCES

A variety of regularly used resources will be stored within the History storeroom. All staff may access them, but they are responsible for their prompt and orderly return.

The school's resource base contains artefacts as well as published materials. The resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents and photographs. The library loan service also provides books to support topics.

Resources are audited on a termly basis.

ASSESSMENT AND RECORDING

Children's work in history will be subject to ongoing assessment, linked to the topic being covered and the skills taught.

Curriculum trackers in books allow for teachers to assess against the skills, knowledge and understanding and for children to become aware of the progress they are making.

End of year assessment sheets are used on a termly basis and progress is tracked by the history coordinator. Annual reports are provided for parents .

Monitoring of the standards in history is the responsibility of the subject leader and Curriculum Team 1. Planning, book scrutiny , pupil voice and lessons will be monitored on a rolling programme. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the Summer term.

THE ROLE OF THE SUBJECT LEADER

The subject leader for history is Cheryl Beesley.

It is the role of the subject leader to :-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in history throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work.
- monitor progress in history
- take responsibility for the purchase and organisation of central resources for history.
- keep up-to-date with developments in history education and disseminate relevant information to staff.
- produce a report to Governors at the end of each school year.

BACKGROUND DOCUMENTATION

This policy was informed by reference to National Curriculum documentation 2014.

REVIEW

This policy will be reviewed by the Headteacher and all the staff on an annual basis and amendments presented to the Governing Body.

Date of last review : September 2021
Cheryl Beesley