



## History Policy

### Rationale

All school policies form a corporate, public and accountable statement of intent - it is very important to create an agreed whole school approach so that staff, children, parents, governors and other agencies have a clear understanding and shared purpose. This policy is the formal statement of intent, implementation and impact for History at St Mary's C of E Primary School. It outlines how we teach to inspire pupils' curiosity and fascination about the world and its people.

### Introduction

History is about real people who lived, and real events which happened in the past. It 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. The study of History at St. Mary's fires children's curiosity about the past in both Britain and the wider world, allowing them to see the diversity of human experience and allow them to understand more about themselves as individuals and members of society.

### Aims

Following the introduction of the revised National Curriculum in 2014, the emphasis for our pupils has been to ensure that all children:

- Develop a curiosity and understanding of events, places and people in a variety of times and environments
- Learn about major events in the history of our own country and of the world and how these events may have influenced one another and our lives today
- Develop a knowledge of chronology within which the children can organize their understanding of the past
- Understand how the past was different from the present and that people of other times and place had different lives, values and attitudes from our own
- Develop an ability to investigate and interpret different versions of past events
- Learn to study historical evidence and to ask and answer questions about the past

### Teaching and Learning

To enable our children to meet the intentions of the History Curriculum, lessons are delivered through inspiring topics, and wherever possible, link to other areas of the curriculum to deepen knowledge and understanding. We aim to make learning meaningful for our pupils.

At St Mary's School, we have mapped our curriculum to ensure progression in knowledge and skill for all pupils.

Teachers are responsible for:

- Mapping intent and content by creating 'Knowledge Organisers' for each topic taught.
- Planning a variety of approaches to ensure there is continuity and progression, always building on children's prior knowledge and skill.
- Organise differentiated tasks for children which provide appropriate challenge for all abilities.
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues.
- Allow individuals and groups to communicate their findings in a variety of ways including the use of computing.

- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate and ensure progression and mastery of knowledge and skills.
- Plan and provide opportunities for fieldwork.

At St Mary's C of E Primary School, children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through our history curriculum, children learn a range of skills, concepts, attitudes and methods of working.

### **History in the Early Years Foundation Stage (EYFS)**

History is taught as an integral part of topic work through child-initiated and adult led activities. Development Matters in the Early Years Foundation Stage is a non-statutory document that guides our practitioners and teachers to implement the statutory requirements of the EYFS. History can be contextualized under the 'Understanding the World' area of learning and development with the aim that all children will:

- Find out about past and present events in their own lives, and those of their families and other people they know
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.

### **History in Key Stage 1**

In Key Stage One, all children will be given opportunities to develop their understanding of:

- Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality
- Using sources of information to help them ask and answer questions

### **History in Key Stage 2**

In Key Stage Two, all children will be given opportunities to develop their understanding of:

- 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
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

## **Inclusion**

All children at St Mary's C of E Primary School are entitled to a quality of provision that will enable them to achieve their potential. Teachers will identify potential barriers, plan to address these, and will have high expectations for every pupil. Children who have Special Educational Needs and or Disabilities are supported in line with their individual 'My Plan', which outlines the support required so pupils can study all aspects of the History curriculum, including participation in offsite visits. An individual risk assessment may be required. Statutory advice on 0-25 Special Education and Disability Code of Practice is always adhered to and overseen by the school SENDCo.

## **Marking & Feedback**

Work that children produce is marked against the success criteria for each lesson and in line with the school marking policy. Feedback is provided to children, either verbally or through written marking, and may include next steps, where appropriate. Photographs may be used during fieldwork to evidence learning.

## **Assessment**

At St Mary's C of E School, we use an online assessment tracking system called 'Insight' to monitor progress and attainment against the National Curriculum objectives. Formative assessment is obtained in a variety of ways including;

- Effective questioning
- Observing and marking work
- Self and peer assessment

Insight is interacted with regularly by teachers to ensure that children are making appropriate progress in line with the National Curriculum objectives. At the end of each topic, children complete 'POP' tasks (proof of progress tasks), in order to assess their understanding and retention of learnt information. Summative assessment takes place 3 times per academic year and informs planning and teaching.

## **Monitoring Teaching and Learning**

Monitoring within the school is undertaken by the Subject Leader, the Senior Leadership Team (SLT) and the Governing Body. Monitoring of Geography is planned for by the SLT and is shared with all staff on the whole school monitoring schedule. Monitoring takes place in the following forms;

- Learning walks
- Formal lesson observations
- Planning scrutiny
- Book scrutiny
- Moderation

Any areas for improvement or CPD requirements identified are shared with staff quickly so that changes can be made effectively. External monitoring in raising standards is conducted by the School Improvement Partner and OFSTED.

## **Parental Involvement**

Two parent-teacher consultations are held during the academic year and a full annual report is also provided for parents/carers. Parents are often invited into school so children have the opportunity to share their learning. Projects are also shared with parents so that learning can be extended and supported at home. Class newsletters are sent home termly and school newsletters are issued bi-weekly that inform parents about learning. Where appropriate, parents are also invited to attend school trips. Photographs of learning activities and information about the Geography curriculum, including knowledge organizers are also shared on the school's website and Facebook page.

