

St. Anne's Catholic Primary School
History policy



Agreed by staff: 27th January 2016
Agreed by governor committee:
Ratified by full governing body:

Date for review: January 2019

1 INTRODUCTION

- 1.1 The study of history has not only a basic appeal for young people, but it also has an important contribution to make towards their general education. The skills involved, such as disciplined enquiry, systematic analysis, evaluation and argument are of value beyond the study of history.
- 1.2 History has a social contribution to make as respect for people and other cultures and backgrounds are firmly grounded in an understanding of history. Through history, young children can begin to learn and understand something about the past and its influence on life today Thus it has a vital role to play in helping pupils to develop a sense of individual and collective identity through learning about the development of Britain, Europe and the World.
- 1.3 It is through learning about the past that children begin to understand the present and the complexity of other people's life.

2 AIMS IN TEACHING HISTORY

- 2.1 To develop a curiosity in children about the past, a sense of empathy and an appreciation of human achievements and aspirations as well as the more negative aspects of human history.
- 2.2 To know and understand the history of the British Islands as a coherent and chronological narrative, especially how people's lives have shaped the UK and how Britain has influenced and has been influenced by other nations and places.
- 2.3 To develop an understanding and knowledge of the wide world including ancient civilisations and empires.
- 2.4 To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- 2.5 To develop a historical vocabulary and concepts.
- 2.6 To analyse trends, connect, compare and contrast events framing historically-valid questions.

- 2.7 To understand the methods of historical enquiries and how evidence is used.
- 2.8 To contribute to PHSE and to Citizenship education by developing certain attitudes and values; for example, tolerance and respect for other beliefs, values and attitudes.
- 2.9 Place their growing knowledge into different contexts for a better perspective and understanding. Develop an understanding of the connections between local, regional, national and international history.
- 2.10 To communicate and develop their knowledge and understanding through a wide range of media, e.g. computing.

3 THE APPROACH TO TEACHING HISTORY

3.1 Enquiry

3.1.2 All history is taught through an enquiry approach through Topic Based Learning. Topics are based on the topic map and can be adapted by the class teacher in consultation with the Humanities co-ordinator. This ensures continuity and progression in developing knowledge, skills and understanding at Key Stages 1 and 2. Throughout each topic children are made aware of the different primary and secondary sources available and they themselves interpret primary evidence.

3.2 Teaching Methods

3.2.1 An active learning approach, where a variety of teaching methods are utilised and include:

- stories, plays and storytelling;
- timelines and making of personal timelines;
- role play, workshops and drama;
- discussion and debate;
- interpreting primary and secondary evidence;
- audio visual material and slides;
- non-fictional and fictional texts;

- Computing;
- Interviews;
- visits to museums, historical sites and the local area.

4 History Planning

4.1 Work is planned following the History topic map and is differentiated accordingly for both the more able and less able children. History will be planned and taught through Topic Based Learning and the children's work will be in their topic book. The teacher should carefully refer to their key stage history subject content in the national curriculum when planning. The teaching of History in Early years should be based on the EYFS framework (understanding of the world) ensuring that the learning environment/ lessons/ activities are relevant to the children's lives.

5 History Attainment:

5.1 By the end of each key stage pupils should know, apply and understand the matters, skills and processes indicated in the relevant programme of study.

6 SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITY

6.1 Every child at St. Anne's takes a full and active part in history lessons. The Scheme of Work and lesson plans are modified accordingly to give all pupils relevant and appropriately challenging work at each key stage. Staff teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities. For pupils with learning difficulties or who have English as an additional language, materials and resources are used that focus on the senses, e.g. video or film, artefacts, role play, music, food made from historic recipes, computing and site visits.

7 HISTORY CO-ORDINATOR'S ROLE

7.1 To revise, in consultation with all staff, the History Policy and coverage of the curriculum at Key Stages 1 and 2.

7.2 To consult annually with teachers on any revisions required to the history Topic map, Assessment or Record Keeping procedures.

- 7.3 To ensure each class teacher has a copy of the History Policy, History topic map and Assessment Tasks.
- 7.4 To be aware of new resources available and to order resources required, depending on budget restraints.
- 7.5 To keep up to date and to brief staff on the latest ideas and documentation regarding the teaching of history.
- 7.6 To undertake the necessary reading and INSET appropriate for a History Co-ordinator.
- 7.7 To prepare and lead staff meetings on history and review with staff annually the teaching of history at St. Anne's.
- 7.8 To support staff in their teaching of history and to organise training when required.
- 7.9 To maintain and collect samples annually for the history portfolio of children's work at St. Anne's.
- 7.10 To monitor the teaching of history through the reading of half-termly plans and lesson observations on a two-yearly cycle, for each year group.
- 7.11 To liaise with the Literacy Co-ordinator to ensure a range of historical literature such as fictional texts, poems and plays.
- 7.12 To establish and maintain contacts beyond the school.

8 Related policies

- 8.1 See also:
 - Assessment;
 - Classroom organisation and management;
 - Educational visits;
 - Homework;

- Marking;
- More able and talented;
- Presentation of work;
- Principles of learning;
- SEN;
- Teaching and learning