

# **Saint John Fisher Catholic Primary School**



## **History Policy**

**“To live, love and learn and learn in our caring community.”**

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### **History Policy**

#### **Introduction**

#### **1 Aims and objectives**

- 1.1 The aim of history teaching here at St. John Fisher School 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 multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 Our objectives in the teaching of history 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 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;
  - to develop the cross-curricular use of history in other subjects;

#### **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 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 to 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 that in all classes, children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room if necessary, and setting different tasks for each ability group;
- 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 History is a foundation subject in the National Curriculum. We use the national scheme of work for history as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school.

3.3 We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. The subject leader reviews these plans on a regular basis. Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and can discuss them with the history subject leader on an informal basis when necessary.

3.4 We plan the topics in history so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### **4 The Foundation Stage**

4.1 We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child’s knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary (‘new’ and ‘old’, for example) in relation to their own lives.

### **5 The contribution of history to teaching in other curriculum areas**

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 Literacy Hour 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

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

## 5.3 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

## 5.4 Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **6 History and ICT**

6.1 Information and Communication Technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

## **7 History and inclusion**

7.1 At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

## **8 Assessment**

8.1 Assessment will be based upon the programmes of study and QCA unit schemes of work and is on an on going process throughout the year. A number of methods will

be used: observing pupils, talking with pupils, marking written work, self-assessment and peer assessment.

## **9 Resources**

- 9.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and access to the Internet to support the children's individual research.

## **10 Monitoring and review**

- 10.1 The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
  - gives the Principal an annual summary report in which s/he evaluates the strengths and weaknesses in history and indicates areas for further improvement on the following action plan;
  - collect evidence of the children's work, planning and display work and to observe geography lessons across the school.
- 10.3 This policy will be reviewed at least every two years.

**Signed:**

Principal

**Date:** September 2017