

History Policy



St. Mary's RC Primary School

Mission Statement

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Kevin Egan

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Policy will be reviewed: September 2026

The aim of history teaching here at Saint Mary's 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. 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. In our school history makes a significant contribution to PSHE 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.

Aims

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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- ❑ 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.

Teaching and Learning

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 recognize 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.

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 which are challenging
- grouping children by ability in the room 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.

Assessment

We assess history in a number of ways in class, many of these methods are formative assessment through marking, oral discussion and independent research activities.

Geography is monitored by the subject co-ordinator in a number of different ways such as:

- ☐ Building a portfolio of history work from each year group
- ☐ Photographs/evidence
- ☐ Pupil interviews
- ☐ Planning collection
- ☐ Book moderation

Role of the coordinator

The coordinator is responsible for coordinating history throughout the school. This includes:

- ☐ Ensuring continuity and progression from year group to year group through monitoring books and planning.
- ☐ Guiding colleagues with how history should be taught.
- ☐ Advising on training needed and booking staff on appropriate courses.
- ☐ Assisting with buying and maintaining resources within the yearly budget.

☐ Assisting and supporting colleagues in the implementation and assessment of history throughout the school.

Role of the class teacher

☐ To ensure progression in the acquisition of historical skills with due regard to the National Curriculum for history.

☐ To develop and update skills, knowledge and understanding of history.

☐ To identify inset needs in history and take advantage of training opportunities.

☐ To keep appropriate on-going records.

☐ To plan effectively for history, liaising with coordinator where necessary.