

History Policy

Vision

The St Charles way is for every child to 'Belong, Believe and Blossom.'

Rationale

St Charles' believes that History makes a valuable and distinctive contribution to all pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. The History Curriculum follows the new National Curriculum introduced in September 2014. A topic-based approach to curriculum planning is employed within the school. The teaching of History is organised through termly or half-termly topics.

AIMS

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum and to develop an empathy for how people lived in the pas



To develop our pupils as Historians in EYFS and Key
Stage One we:



In EYFS and Key Stage One pupils will learn about people's lives and lifestyles in the past:

- *Pupils will find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. For example, Rosa Parks and Mary Seacole.*
- *Pupils will listen and respond to stories and use sources of information to help them ask and answer questions.*
- *Pupils will learn how the past is different from the present and look at changes over time through a variety of artefacts and secondary resources.*
- *Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.*
- *Pupils will 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.*
- *Pupils use and develop a wide vocabulary of everyday historical terms.*
- *Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.*
- *Pupils will begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

To develop our pupils as Historians in EYFS and Key Stage One we:

In Key Stage Two, 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. Pupils will note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Pupils 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. Pupils should understand how our knowledge of the past is constructed from a range of sources.

OBJECTIVES

In enabling children to become Historians they will:

- *To begin to understand that they are part of a community, country and world, with their own heritages and histories.*
- *To develop an understanding of their own and their families' past.*
- *To begin to understand the concepts of 'past' and 'future'.*
- *To use basic vocabulary related to time such as now, long ago, before, after.*
- *To begin to understand that evidence of the past comes in many forms and to use this evidence to raise and answer questions and to make deductions about the past.*
- *To place events, objects or pictures in sequence, giving reasons for doing so.*
- *To place events and objects in chronological order.*
- *To use evidence to describe life in past times.*
- *To communicate their knowledge and understanding of history in a variety of ways.*
- *To identify differences between past and present times.*
- *To recognise similarities and differences between the past and present day.*
- *To be introduced to the particular language of historical periods and to a range of historical concepts appropriate to their level of study.*
- *To develop a knowledge and understanding of the links between history and other subjects within the curriculum and cross-curricular elements.*
- *To understand that evidence from the past can be interpreted in different ways.*
- *History in both key stages is taught in units which are History led, (though related to other subjects where this helps pupils' understanding in each).*

TEACHING AND LEARNING

Unit plans have been created as the basis of an outline scheme of work. Unit content shows a balanced coverage and an enquiry based approach to teaching and learning. Opportunity is given

for study “in depth” in each unit plan. Across each Key Stage, unit plans provide experience a variety of sources including museums, site visits and of different historical perspectives.

Teaching should clearly focus on one of more of the key elements to identify objectives for learning which include:

- Developing the knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence.

Not all key elements need be developed in each unit. The starting point for all work is to find historical activities which interest, motivate and challenge all pupils.

- Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials.
- Pupils should be taught to make judgments about evidence and be aware of different interpretations of the past.
- Pupils should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.
- Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.
- Pupils should read a range of historical material, including fiction.

TEACHING AND LEARNING PROCESSES

Teachers should provide balance in teaching approaches and identify suitable progression in understanding and skills across each planning stage to continue to challenge pupils. Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work. Pupils should be given opportunity, where possible, to use

ICT to communicate and handle information as well as to use stimulation software. A variety of teaching methods best suited to activities and interests of the pupils will be used.

These will include:

- *Presentation by teacher including story telling.*
- *Discussion and debate.*
- *Question and answer.*
- *Individual and group investigation.*
- *Television, radio, video, film.*
- *Use of ICT*
- *Role play and drama.*
- *Fieldwork, visits to museums and historic sites.*
- *Use of artefacts.*

RESOURCES

Resources specific to individual units are kept in Topic Boxes which are stored in the school's 'wet area' cupboards and are accessible to all. Books of general interest are kept in the Library.

VISITS and the local area

The Hadfield/Glossop/Manchester area is steeped in local history and where ever possible this resource is linked to history units which are taught.

Events are also organised within school. (Example of these days can be found in the History Subject Lead Folder).

Roman Days

Victorian Days

World War Two events

PLANNING

History planning is informed by the content of the National Curriculum. This information is developed by staff into Medium Term Plans.

EVALUATION AND DEVELOPMENT PLANNING

The History coordinator at St Charles' is responsible for monitoring curriculum coverage and will review medium-term plans for each year group on a half-termly or termly basis, as appropriate. Monitoring of classroom practice and children's work is carried out by the subject coordinator through an allocation of support and development time. The Subject coordinator will conduct a yearly audit and produce a written review identifying targets for future action within the School Management Plan.

SEND provision and support for more able pupils

In accordance with school policy on differentiation and SEND, all children are given work suitable to their age, aptitude and ability.

All Pupils can:

- *Work on same content at different rates and levels through open-ended tasks matched to individual or group needs.*
- *Be helped to understand historical events and developments through studying the lives of individual people.*
- *Be taught concepts through discussion, concrete examples and practical activities.*
- *Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.*
- *Understand more difficult concepts.*
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- *Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.*
- *Use a wider and more demanding range of sources.*

EQUAL OPPORTUNITIES

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need to be carefully selected. The children should be encouraged to question the nature of evidence, as they do in history.

MULTICULTURAL EDUCATION

History has a particularly strong role to play in this. Pupils should be introduced to aspects of their own culture in History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that “development” and “developing” are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

ASSESSMENT FOR LEARNING, RECORDING AND REPORTING

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age- based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents’ evenings and end of year reports. Currently, knowledge data is assessed through end of unit quizzes two weeks after the end of a unit; this is further supplemented by the use of a regular ‘Sticky Knowledge’ quizzes. By spring 2021, all teachers will record their assessment of working as a ‘historian’ onto Insight through the use of iPads.

THE ROLE OF THE SUBJECT LEAD

History will be led by the History lead, through action planning and regular meetings with SLT and staff. Standards of teaching and learning will be adjudged using work sampling, data review,



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lesson observations and pupil voice. It is the leader's role to promote the subject through; educational visits, assemblies, displays and clubs. The policy will be reviewed annually.



Date: April 2020

Subject Leader: Ian Bowd

Review Date: April 2021