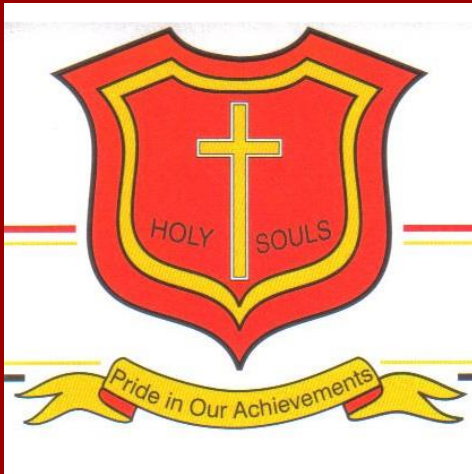


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



History Policy

Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Date Agreed by Governors: 6th July 2023

Governor Review Date: Summer 2026

Holy Souls Roman Catholic Primary School

Policy Statement for History

Introduction

This policy states the aims, principles and strategies for teaching History at Holy Souls School. It has been developed during the spring term 2023 through consultation with staff and Governors, in line with the revised National Curriculum 2014. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

Mission Statement

"To love one another as I have loved you," is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

History teaches us to respect people of different times, to value our cultural heritage and to foster an understanding of how our society has evolved. It links closely with our Mission Statement, which encourages respect and a sense of value for each other's achievements.

Intent

We aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and has been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we have implemented a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. We use PlanBee as our scheme of work. The topics are sequenced to allow progression in historical understanding and skills.

We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, looking at how holidays have changed over time in Key Stage 1, to comparing the similarities and differences since 1948 in Key Stage 2. In our teaching we will link our work to important national events, celebrations and anniversaries as they arise.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in an exciting and challenging way, in a vocabulary rich environment. We believe in whole-class teaching and also small challenge group activities, combined with enquiry-based research activities.

We believe children learn best when:

- . They have access to, and are able to handle artefacts.
- . They go on visits to museums and places of interest especially linked to their local environment.
- . They have access to secondary sources such as books and photographs and 'real' people, visitors talk about personal experiences of the past and especially those that are linked to the local area.
- . They are introduced to new vocabulary related to the units covered.
- . They listen to and interact with stories from the past.
- . They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- . They use drama and dance to act out historical events.
- . They are shown, or use independently, resources from the internet and DVD's.
- . They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

. They are able to record and present their work in different ways and to a range of audiences.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teachers will include the following in their teaching:

- . Story telling.
- . Discussion and debate.
- . Question and answer sessions.
- . Individual and group investigations/opportunities for research.
- . Use of film and TV clips.
- . Role play and drama.
- . Opportunities to use the internet.
- . Practical activities linked to art and design technology. Excellence in History is celebrated through class and school displays, work presented in the pupils' Records of Achievement and certificates at our weekly Awards assembly.

Classroom Environment

The class teachers will ensure the following is visible during the unit:

- . Display heading
- . Timeline of the period and linked throughout history were relevant
- . Key vocabulary
- . Enquiry question
- . Non fiction books linked to the unit

They may also include: - What they know, What they want to find out, How are they going to find the information, What have we learnt - bubbles. Plus any other relevant information.

Cross-curricular Links

History lessons can provide valuable opportunities to extend or develop Literacy skills in speaking and listening, reading and writing for different purposes. Work in history can link closely with art through study of art from the period, looking at

artefacts. Themes linked to national or local events and celebrations are dealt with in a cross curricular fashion.

Content

Foundation Stage

History is part of the area of learning 'People and communities and Understanding the world' in which children experience some of the following:

- Talking about homes and families, community and their own early life.
- Find out about past and present
- Learning respect for other cultures and beliefs.
- Taking part in role plays.
- Comparing, sorting and sequencing everyday objects.
- Listening and responding to stories, songs rhymes and poems from different times.

Key Stage 1

In Key Stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more recent and distant past in Britain and elsewhere.

Children learn:

- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About changes within living memory.
- About events beyond living memory that are significant nationally or globally. (for example, Guy Fawkes and the Gun Powder plot)
- About significant historical events, people and places in their own locality. (for example, Florence Nightingale)

Key Stage 2

In Key Stage 2, history is about people, important events and developments from recent and more distant times in their locality, Britain and other parts of the world, the main emphasis being on Europe. Children learn:

- To find out about people, important events, making links across different periods of history.
- About different aspects of local, British and world history.

- To discuss why events happened, their results and consequences.
- To carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.
- To develop and use an understanding of chronology and historical terms when talking about the past.

Role of the History Co-ordinator

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history lead. The work of the leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Subject Leader is responsible for improving the standards of teaching and learning in History through:

- Monitoring and evaluating History.
- Provision of History across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent History developments through their own CPD and that of others.
- Monitoring and assessment of History across the whole school.

Resources

Resources are mainly kept in each of the classrooms with some kept centrally in Bright Sparks which includes artefacts, text books, DVDs and computer software. History co-ordinator ensure staff are given access to up to date resources, visit suggestions and resource loans.

ICT

Opportunities for ICT are given throughout the curriculum. ICT can help children's learning in history by:

- Enhancing their skills of historical enquiry
- Providing access to a range of information sources, unavailable in other forms

- Supporting the development of an understanding of historical patterns and processes
- Collecting data
- Increasing the variety of ways in which children can record their findings

Online Safety

Publishing pupils' images and work:

- Staff and pupils using digital technology will ensure they inform others before recording them and always use the equipment in a respectful manner.
- Written permission from parents or carers will be obtained before photographs or videos are published.
- Where a pupil's work is published, the school will ensure that the child's identity is protected.

All pupils use computer facilities, including Internet access, as an essential part of learning. All computing procedures comply with Online Safety guidelines. Both pupils and their parents/carers are asked to sign to show that Online Safety rules have been understood and agreed.

Assessment and Recording in History

Teachers will undertake pre assessments at the start of each new topic and this will then feed into teacher's planning for the unit generating key questions to be investigated during the topic. This pre assessment will then be revisited at the end of the topic. This is child initiated wherever possible. Followed by an end of unit quiz, either provided by the Planbee scheme or teacher written. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that the knowledge and skills which are being developed lead to securing good progress. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Summative assessment of children's knowledge can take place through an end of unit piece of writing which helps to assess children's knowledge. Teachers input their assessments for each child onto the school tracking system termly. Historical skills will be assessed through observations and discussions with the children as well as work recorded in their history books. Children will be involved in learning talks led by subject leaders to help ensure a balanced coverage of skills and knowledge.

Special Educational Needs and Disabilities

Provision is made for those with Special Educational needs. Each teacher ensures in their planning that appropriately differentiated tasks are available to those with SEN. We recognise the importance of building children's self esteem and will reinforce what they can do positively.

Reporting to parents

Parents will receive feedback from teachers at both parent's consultations during the school year. Feedback will be given in line with the schools current assessment system. An effort and achievement grade will be provided in the report at the end of the summer term.

Equal Opportunities and Inclusion

We aim to provide for all children so that they achieve as highly as they can in History according to their individual abilities. More able children will be identified and suitable learning challenges provided to deepen and strengthen their skills in history.

We have high expectations for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of different children.

We recognise that parents play a large part in the education of their children. Parents and staff work together in partnership to encourage the qualities, attitudes, knowledge, understanding and competences which are necessary to equip children for adult life.

Impact

The impact and measure of the history taught throughout school is to ensure that all children are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.