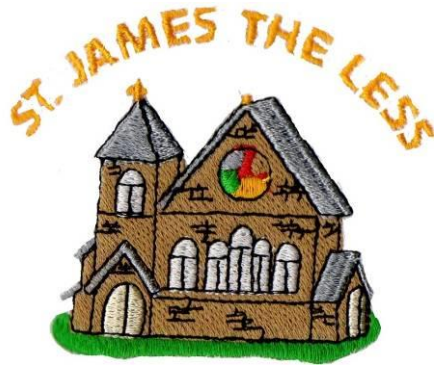


St James the Less RC Primary School



History Policy

Updated Summer 2021

1 Aims and objectives

1.1 The aim of history teaching here at St James the Less RC Primary 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 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 contribution to PSHE 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 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 awareness of their place in society;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- 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 embed a knowledge of chronology

2 Teaching and learning style

Each class teacher is responsible for the teaching of history in their classroom.

2.1 Different teaching strategies are employed e.g. whole class lessons, group work, paired and individual work.

A variety of teaching methods are needed according to the objectives of individual lessons and the needs and abilities of the children. The following may be used:-

- Presentation by the teacher including story telling.
- Discussion and debate.
- Question and answer.
- Individual and group investigation (using pictures and photographs).
- DVD/video clip

- Technology.
- Interactive whiteboard
- Internet
- Role play and drama.
- Field work (visits to museums and Historical Sites).
- Work shop (visitors to school)

History teaching focuses on enabling children to think as historians. When appropriate we encourage visitors to come into school and talk about their experiences of events 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.

2.2 In all classes there are children of differing abilities. We recognise this fact and 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:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability and setting different tasks for each ability group;
- Using classroom assistants to support children individually or in groups.

3 History curriculum planning

3.1 History is a foundation subject within the National Curriculum. Planned progression is built into the scheme so that the children are increasingly challenged as they move up through the school.

3.2 Objectives are set out using themed medium term planning which are then transferred into weekly plans. The history leader has access to these plans and discusses them with the class teacher as appropriate.

4 *Foundation Stage*

In the Early Years Foundation Stage, knowledge and understanding of history is outlined in the Early Learning Goals which underpin the curriculum planning for children aged three to five. History makes a significant contribution to ELG objectives of developing a child's knowledge and understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives and things that are familiar to them e.g. toys.

5 *Cross curricular links*

5.1 History is taught within a cross curricular topic. The subject leader will monitor cross curricular plans and written work.

6 *Teaching history to children with special needs*

- 6.1 We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

7 *Assessment and recording*

- 7.1 Assessment for Learning is an integral part of the teaching and learning process in history. Assessment is carried out in line with the school's assessment policy.
- 7.2 Data is collected annually based on age related expectations, this helps to form action plans and target classes for the next school year.

8 *Resources*

- 8.1 There is a range of resources available in the school. Resources used by individual year groups are stored in the appropriate classroom and shared resources are kept centrally.

Monitoring and review

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