

**OUR LADY & ST. EDWARD CATHOLIC PRIMARY CATHOLIC
VOLUNTARY ACADEMY**

HISTORY POLICY

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education and to understand and appreciate the contribution and impact of individuals throughout history on today's society and to learn from and avoid making the same mistakes as in the past.

AIM

To stimulate and develop children's interest and enjoyment of History and to develop in them an understanding of how the past, through significant events, people and changes, influences the present.

Objectives

- To enable children to develop a sense of time.
- To help children to develop an awareness of the past and the ways in which it was different to the present.
- To foster the children's ability to develop an understanding of chronology in the study of local, British and World history.
- To cultivate a sense of the past and knowledge of events, their causes, effects and the people involved in and affected by them.
- To develop an appreciation of how we gain knowledge about the past.
- To understand and confidently use the vocabulary specific to History.
- To encourage open, enquiring minds.
- To be aware of the fact that individual views of History will be biased.
- To encourage the development of informed opinions and to support such opinions with reasoned arguments, communicating ideas and opinions effectively.

Method

The content of teaching programmes is based on the new National Curriculum Programmes of Study 2014. Following In-Service CPD led by FOCUS EDUCATION we are currently using a key skills approach to the curriculum. We begin each topic with an exciting starter activity to "wow" the children into the topic. We aim to encourage personalised learning with the children thinking of questions at the beginning of topics based on what they want to learn about. Also a key question begins each lesson. Essential key skills have been identified to be covered in each year group to ensure continuity and progression throughout the curriculum.

Topics are chosen during whole school planning INSET to ensure that children cover a wide range of historical periods; the key skills will aid planning for that topic.

In the Foundation Stage, History teaching is based upon the 'Knowledge and Understanding of the World' aspects of the Curriculum Guidance for the Foundation Stage' document.

Coverage and progression is ensured through medium and short term planning. Medium term planning contains the broad learning objectives to be covered in each topic and the content to be included in the programme of study. Short term planning contains the methods and skills employed to achieve each objective.

In the study of History, children will be given an opportunity to use a range of sources of information including, stories, artefacts, pictures, photographs, music, written sources, NC document, visits to sites, personal accounts, audio tapes, videos, CD roms and the internet. Enrichment activities such as theatre visits, workshops and external trips are considered a vital part of history teaching.

History is a process and an enquiry. Thus children will be involved in learning and understanding key elements to use and apply to their areas of study as set out in the NC document and planned in the School Curriculum Cycle.

These key elements will include:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

Children record their work in a variety of ways including writing, illustrations, photographs, role-play, timelines, maps, diagrams and questionnaires.

Teaching and Learning

A range of teaching and learning strategies appropriate to the learning objectives and age and ability of the children, are employed.

Strategies include, whole class teaching, group work, pairs, individual work, discussion, demonstration, enquiry, observation, research and questioning.

Differentiation is used to cater for the range of abilities within the class. This may take the form of differentiation in activity, resources, outcome, intervention, support, questioning or provision of tasks set.

Marking

Marking of history is in line with the school marking policy. Positive comments are given and targets are set which match with the given learning objective.

Assessment and Reporting

Assessment is an important part of History teaching and takes the following forms:

- Teacher Assessment – This is ongoing and is based on questioning, observation of work and approach adopted outcome of tasks set. This is used to inform planning.
- End of Topic Assessment – This takes place at the end of each unit of work. It assesses the skills and concepts covered in the unit and also act as a tool for consolidation. Progress is measured against the learning objectives set and recorded in the class books. This information is used to inform the annual report to parents.
- Self-assessment – This is a tool whereby the child can assess their success in carrying out a task and set themselves targets for improvement/development.

Monitoring

History is monitored in the following ways:

- The co-ordinator monitors planning, checking for coverage progression and differentiation.
- The co-ordinator samples work and gives feedback to colleagues.
- The whole staff, together with the History Co-ordinator, sample work in work trawls in line with the work sampling cycle.
- Learning walks take place within the academic view to monitor the presentation of learning in history in classrooms and corridors and photographs taken for record.
- The coordinator talks to pupils in all year groups about their History topics. (Pupil Voice)
- The coordinator is allocated no contact time termly to carry out their responsibilities.

Equal Opportunities

All children will be given equal access to History irrespective of race, gender, religion, learning needs, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History.

Evaluation

This policy will be reviewed in line with the school policy review cycle.

This policy was reviewed in December 2014 by Caroline Spencer.

This policy was reviewed in January 2015 by the school governors.

This policy was reviewed in November 2016 by Kate Abbott.

Signed:

Date: