

**ST. MARY & ST. MARGARET'S
CE (AIDED) PRIMARY SCHOOL**



HISTORY POLICY

May 2021

History Policy

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

Introduction and Rationale

At St Mary and St Margaret's CE Primary School, we aim to provide a History curriculum that stimulates pupils' curiosity, engages them in their learning and develops their knowledge of the past. Our learning of the past aims to help the children to understand how key events, people and periods have shaped the world we live in and had a lasting legacy. Children should be helped to appreciate how things have changed over time and continue to do so.

We provide learning opportunities that ensure complete coverage of the National Curriculum.

All teaching staff should become familiar with this policy and ensure that their teaching of History is in line with its guidance and stipulations.

Key Concepts of History

Our History curriculum is based a number of key historical concepts:

Core Concepts – focus in all units

- Legacy
- Source
- Evidence
- Chronology

Other Key Concepts – focus in specific units as most relevant

- Invasion
- Monarchy
- Tyranny
- Rebellion
- Oppression
- Government
- Civilisation
- Society
- Culture
- Empire

These concepts provide the foundations on which our school curriculum for History is built and ensure children develop the appropriate skills in this subject. They will help children to learn about the major issues and significant events in British history and of the world and how these events may have influenced one another.

Through these concepts, pupils should develop knowledge of chronology within which the children can organise their understanding of the past and make connections between events and eras.

The concepts will enable children to develop a range of skills and abilities - particularly those relating to finding out about the past, explaining what happened, and what people, then and now, think about what happened.

Progression – in History, children’s understanding of key concepts is deepened each time they return to a concept. This is achieved naturally as children broaden the range of contexts in which they have experienced the concepts and also through ever-deeper delving into the detail related to concepts. We ensure that all of our key concepts are revisited in at least two units (and usually more) so that children are able to broaden and deepen their understanding.

Teaching of History

Teachers should ensure they use Medium Term Planning to provide a stimulating and inspiring History curriculum in their class. The teaching and learning of History should focus on enabling children to think as historians. Lessons should enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.

Teachers are responsible for ensuring all the core concepts of History are focused upon in the units they teach and ensuring other key concepts are focused upon as set out in the medium term plans and the long-term historical concept map.

We recognise that in all classes children have a wide range of ability 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:

- differentiating lessons and activities to enable children of all abilities to access them
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;

- providing resources to support children to enable them to access lessons and the curriculum
- using teaching assistants to support children individually or in groups.
- providing provision for children with special educational needs
- ensuring children's thinking is challenged

Our teaching should help children to 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.

Learning will be celebrated through displays, rewards in line with the school systems and sharing examples of good work and practice.

The Foundation Stage

At St Mary & St Margaret's we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult-supported;
- Provide a secure and safe learning environment indoors and outdoors.

In our Early Years setting, History makes a significant contribution to the development of each child's knowledge and understanding of the world.

The School Ethos

The teaching of History will be in line with the Christian ethos of our school. It will also promote an awareness of diversity and a respectful attitude to different beliefs and values encountered in the themes of the subject. Discriminations of any kind will not be tolerated.

All children have access to History lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities to have full participation.

We want children at our school to be inquisitive about the past and use their learning of it to make connections to their own lives. Through the teaching of the subject and our themes for worship we will celebrate significant people from the past and celebrate their achievements and legacies.

Assessment and Recording

Assessment is in line with the school's Policy for Assessment. Teachers are expected to assess at the end of each topic against National Curriculum descriptor levels, enabling teachers to track each child's progress. Assessment records should be passed on to the subject leader for History.

Teachers should use Assessment for Learning throughout topics to ensure pupils' needs are being met and to adapt the curriculum to ensure the maximum possible progress is made. This should include marking and feedback in books that is in line with the school's Marking and Feedback Policy.

Assessment will include consideration of issues identified by the involvement of children with special educational needs or disabilities.

History Subject Leader's Role

The role of the coordinator is to ensure continuity and progression in the teaching and learning of History.

- Developing good practice in the classroom.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum and assessment.
- Ensure coverage of the National Curriculum
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly action plan to develop and improve the provision of the subject, with key focuses when appropriate.
- Raise and maintain the profile of History in school

Monitoring of policy

This policy and the relevance and impact of its contents will be reviewed as needed.

Signed **Date**