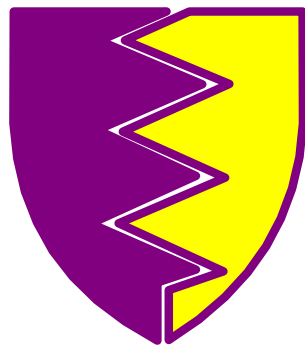


ST. MARY'S




*'Dream, Believe, Achieve!'*

*'With God, all things are possible.' Matthew 19:26*

**Psalm 25:4 'Show me your ways, LORD, teach me your path'.**

# **HISTORY CURRICULUM POLICY**

<b>Policy Date:</b>	November 2022
<b>Policy Review Date:</b>	November 2025
<b>Signature of Headteacher:</b>	

## **INTRODUCTION AND SUBJECT DEFINITION**

History is taught from Foundation Stage through to Year Six using a creative, cross-curricular or subject approach based on the National Curriculum programmes of study. We use historical artefacts, primary and secondary sources, ICT, visits to sites of historical significance and we invite visitors into school to talk about their experiences of events in the past. We also have companies come in to deliver History days to bring a history topic to life and promote learning in a fun and exciting way. As a school, we are developing links with local historical societies to enhance our local history study. By learning local stories, linked with a familiar place, the learning becomes internalised and becomes part of the long-term memory; the pupils deepen their understanding about how the past has shaped the present.

## **AIMS**

- To promote positive attitudes and enthusiasm for History work in school.
- Fire pupils' curiosity about the past in Britain and the wider world.
- To help children understand how the past influences the present and what past societies were like.
- To develop a chronological framework for their knowledge of societies, events and peoples of the past.
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas.
- Foster a sense of identity and an increased understanding of pupils' own position in our local community and the wider world.
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- To know and understand the History of the United Kingdom as a coherent, chronological narrative from earliest times to present day.
- To understand and deploy historical terms (such as empire, civilisation and parliament) and concepts (such as continuity and change, cause and consequence).

Through history we can also:

- Improve pupils' skills in English, Mathematics and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens in their local community

## **EXPECTATIONS**

Our History teaching focuses on enabling children to think as historians.

### **In Foundation Stage:**

The children work towards the historical aspects of Understanding the World in Early Years Outcomes.

### **In Key Stage One:**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## **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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They 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. They should understand how our knowledge of the past is constructed from a range of sources.

## **PROGRAMMES OF STUDY**

The National Curriculum framework sets out the overview and depth studies pupils should be taught. By the end of each key stage pupils are expected to know, apply and understand matters, skills and processes specified in the relevant programme of study.

## **PLANNING**

At St. Mary's we plan for History as part of our curriculum. The aims and objectives are covered through units of work in our long term plans (curriculum maps), both Year A and B. Year groups plan together for the medium term and plans are saved on an internal network.

## **ASSESSMENT**

In order to establish effective assessment pupils should understand the purpose of the work that has been set and share the teacher's expectations of what constitutes a good response. Clear learning objectives need to be established against which the pupil's work can be measured. Assessment is carried out in a variety of ways including; discussion, observation, response to questions and answers, response to written work and self and peer assessment. Pupils complete start of unit and end of unit quizzes where the teacher can evaluate the child's understanding of the knowledge taught. Reporting to parents happens through parent's evening appointments and with an annual report.

## **MONITORING AND EVALUATION**

Monitoring can be carried out on a number of different levels; by class teachers, teaching assistants, the History Lead, the Head Teacher and External Inspectors. Monitoring may be through a number of methods including assessment of children's work, work analysis, pupil interviews, analysis of planning and OFSTED reports. The teaching of History will be carried out in line with the school policy on teaching and learning.

## **RESOURCES**

Resources form an important part of curriculum delivery. Resources can be found in the school hall cupboard.

Members of staff kindly contribute to our stock of resources by loaning personal artefacts. To teach history we have a range of resources including; texts, artefacts, the internet, posters, photographs and a number of topic packs. The teaching of History at St. Mary's is further enhanced by the use of fieldwork, educational visits, historical companies (e.g. providing in-school Roman days, Stone Age days and Egyptian days) and visiting speakers.

## **ICT**

Pupils should be given opportunities to apply and develop their historical understanding through the use of ICT to support their learning in History. Search engines and recommended websites are accessed through in-class iPads.

## **HEALTH AND SAFETY**

Prior to undertaking any visits or field study activities a risk assessment will be carried out in accordance with the school's and Education Authority guidelines.

## **SPECIAL EDUCATIONAL NEEDS**

There will be evidence of extra scaffolding for pupils where necessary, the child may have the help of a teaching assistant. Everything should be done to avoid highlighting disabilities of a particular child. Support may be especially necessary during field study activities. Pupils with a particular ability or flair for History should be extended through using challenging questions that may involve individual research using a range of secondary sources, especially ICT.

## **REVIEW**

The History policy will be reviewed by the History Lead in conjunction with other members of staff. Agreed amendments and adjustments will then be made.

Jane O'Hara, History Lead  
November 2022

