



## St Augustine's Catholic Primary School and Nursery

### History Policy

At St Augustine's, we believe that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. The History Curriculum follows the new National Curriculum introduced in September 2014.

A knowledge-based approach to curriculum planning is employed within the school. The teaching of History is organised through termly or half-termly topics.

#### **AIMS**

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.

- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.

### **KEY STAGE 1**

During Key Stage 1 pupils will learn about people's lives and lifestyles. They will find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present.

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.

### **KEY STAGE 2**

In Key Stage 2, 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.

## **TEACHING AND LEARNING**

Unit plans have been created as the basis of an outline scheme of work. Unit content shows a balanced coverage and an enquiry based approach to teaching and learning. Opportunity is given for study “in depth” in each unit plan. Across each Key Stage, plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit.

The starting point for all work is to find historical activities which interest, motivate and challenge all pupils.

Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials.

Pupils should be taught to make judgments about evidence and be aware of different interpretations of the past.

Pupils should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.

Pupils should read a range of historical material, including fiction.

## **TEACHING AND LEARNING PROCESSES**

Teachers should provide balance in teaching approaches and identify suitable progression in understanding and skills across each planning stage to continue to challenge pupils. Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work.

Pupils should be given opportunity, where possible, to use ICT to communicate and handle information.

A variety of teaching methods best suited to activities and interests of the pupils will be used.

These will include:

- Presentation by teacher including story telling.

- Discussion and debate.
- Question and answer.
- Individual and group investigation.
- Television, radio, tape, video, film.
- ICT.
- Role play and drama.
- Fieldwork, visits to museums and historic sites.
- Use of artefacts.

### **VISITS**

Whenever possible, visits related to History topics are made. Events are also organised within school.

### **ASSESSMENT AND RECORD KEEPING**

The general school policies on assessment, recording, reporting and marking apply to History. Refer to Assessment and Marking Policies for procedures regarding daily tasks.

### **PLANNING**

History planning is informed by the content of the National Curriculum. This information is developed by staff into Medium Term Plans, which is used to produce more detailed weekly and daily plans.

### **EVALUATION AND DEVELOPMENT PLANNING**

The History coordinators at St Augustine's are responsible for monitoring curriculum coverage and will review medium-term plans for each year group on a half termly or termly basis, as appropriate. Monitoring of classroom practice and children's work is carried out by the subject coordinators through an allocation of support and development time. The Subject coordinators will conduct a yearly audit and produce a written review identifying targets for future action.

## **SEN**

In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability.

Pupils can:

- Work on same content at different rates and levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources.

## **EQUAL OPPORTUNITIES**

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need to be carefully selected.

The children should be encouraged to question the nature of evidence, as they do in history.

## **MULTICULTURAL EDUCATION**

History has a particularly strong role to play in this. Pupils should be introduced to aspects of their own culture in History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that “development” and “developing” are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

## **DIFFERENTIATION**

In order to meet the needs of all children in History they may be grouped according to ability for some activities (differentiated by task). These groupings must be flexible and mixed ability groupings may be appropriate on other occasions which will lead to differentiation by outcome. Tasks should be differentiated to meet the needs of individual pupils through resource and support.

## **MORAL AND SOCIAL**

As part of moral development, History provides opportunities for discussion as to what is right and wrong. History allows opportunities for collaborative learning, enabling pupils to co-operate together.

## **CPD**

Where appropriate, members of staff, usually the coordinators, are sent on relevant courses. This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered.

## **CROSS CURRICULAR**

Provision is made in the teaching of History for cross-curricular work particularly that of PSHE, RE, English, Maths, Geography, Drama, Art, DT and ICT.

## **RATIONALE**

Following an extensive review of the curriculum, the children will be offered as many enriching and creative opportunities as possible in this subject.