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HISTORY P LEVELS

## **1. SCHOOL VISION**

In formulating and applying this policy, the Governing Body and Staff of our Catholic school seek to promote and implement in relevant ways the aims and intentions of the Mission Statement, 'Praise the Lord in Work, Play and Prayer', that has been agreed by the whole school community.

## **2. NATURE OF HISTORY**

*History means two things, the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live.*

Non-statutory guidance: History NCC 1991

## **3. SCHOOL AIMS**

History teaching in St Michaels aims to help pupils to:

- Develop an interest in the past, understand human achievements and learn about the major issues and events in local, British and world history;
- Develop a knowledge of chronology together with an understanding of the similarities and differences between historical periods and that change and progress are not necessarily the same;
- Understand that people's actions are influenced by their attitudes and values and that these may be change over time;
- Appreciate and explain the variety of causes of historical events;
- Understand the nature of evidence by emphasising history as a process of enquiry, by developing a range of historical skills and by reinforcing that historical explanation is provisional, debatable and open to different interpretation;
- Foster the values and attitudes associated with the respect for evidence, the toleration of a range of opinions and the appreciation of the value of cultural diversity;
- Develop their knowledge and understanding of other countries and cultures along with the history of the roles and relationships of men, women and children from different social and economic groups;
- Develop important cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.

#### **4. THE OBJECTIVES OF HISTORY TEACHING**

The objectives of history teaching in the school are based on the requirements of the National Curriculum Programmes of Study for Key Stages 1 and 2. The History curriculum of the school will therefore help pupils to experience the following key aspects of the programme of study:

1. Chronological understanding.
2. Knowledge and understanding of events people and changes in the past.
3. Historical interpretations.
4. Historical enquiry.
5. Organisation and communication.

#### **5. TEACHING AND LEARNING STRATEGIES**

Teaching and learning will focus on a range of agreed entitlement experiences and there will be a focus on:

- Developing progression in the key elements of the subject;
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills including literacy, numeracy and ICT skills;
- The study of each historical period in sufficient depth to obtain genuine insights into life in the past;
- The effective use of a range of historical sources including artefacts, documents, books, pictures, photographs, statistical data, audio-visual materials, I.C.T. software and websites to find out about the past;
- The consistent use of a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning, class and group discussion, different styles of writing and communication together with drama and role play;
- Constructive and regular use of visits to historical sites and museums;
- Fostering an awareness that there are different interpretations of the past and that historical evidence may be partial or incomplete;
- An emphasis on encouraging pupils to investigate the past by asking a range of historical questions, by responding in a variety of forms and by making judgements about historical issues;
- Enabling pupils to start to develop the conceptual framework which helps them to make sense of history including an understanding of chronology, change, causation, links and connections.

## **6. CROSS CURRICULAR HISTORY**

In the Rose Review (2008) it was recommended that cross-curricular and discrete subject teaching are both important within the Primary setting. In the Review's fourth recommendation it states:

*'Given the excellent examples of both witnessed by the Review, neither discrete subject teaching nor cross-curricular studies must disappear from primary schools. Schools should protect time when learning is best served by teaching subject content and give children ample opportunities to use and apply their developing subject knowledge, skills and understanding in cross-curricular studies.'* (para. 1.47)

The Review also suggests that the curriculum be re-arranged into six areas of learning which build on the Foundation Stage Areas of Learning. Rose places history in the area of *'Human, Social and Environmental Understanding'*.

This affects the teaching of History at St Michaels because we want teachers to plan challenging, fun enquiries and use open-ended questioning to stimulate higher order thinking.

**Cross curricular opportunities will be explored where:**

- The links made are genuine not contrived.
- The objectives/skills of the individual subjects are covered.
- Progression of knowledge, skills and understanding is maintained.

## **7. PLANNING**

Key stage plans show the long-term planned programme of work for History.

Long term plans are proposed by the co-ordinator following Curriculum 2000 and approved by all members of staff. The long-term plan shows how units are distributed across both Key Stages to ensure continuity and progression in the children's learning.

Medium term plans identify learning objectives and activities. Each year group is responsible for producing their own medium term plans with advice available from the History co-ordinator and from the skills ladders.

Short term plans are the responsibility of the class teacher. They build on the medium term planning and take into account the needs of individuals in the class.

## **8. ASSESSMENT, RECORDING AND REPORTING**

**The school is working towards a situation where assessment, recording and reporting is based around the following:**

A realistic number of learning tasks, that are appropriate for assessment purposes, administered to the children;

Teachers then assess the work and record the outcomes pupils achieve in their normal record books.

This assessment information is used to assist teachers to plan their work with the class and prepare their reports to parents;

Reports to parents contain comments about individual pupil's progress in the key elements of the subject together with suggestions about appropriate strategies for improvement;

Teachers use an agreed marking system to inform pupils of their progress in these tasks and pupils are given support to review their progress in the subject at the end of each major blocked unit;

The co-ordinator collects together a small portfolio of examples of students' work that illustrates pupils performance in each of the key assessment tasks. - The co-ordinator monitors these key assessment tasks to ensure that these cover the main elements of the subject and use a sufficient range of assessment techniques.

## **9. ROLES AND RESPONSIBILITIES**

**The history co-ordinator will be responsible for:**

- Producing an agreed history policy and key stage plans which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- Providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;
- Developing an overview of the history curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
- Co-ordinating the purchase, organisation and storage of appropriate history resources;
- Collecting a portfolio of pupils' work in the subject to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks;
- Assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the history policy and key stage plans as appropriate;
- Keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET and discussions.

**Class teachers will be responsible for:**

- Participating in the collaborative development of history schemes of work and lesson plans which meet the criteria agreed by the school and which ensure that pupils encounter a range of key entitlement experiences;
- Developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
- Reporting to parents on pupils' progress in history;
- Participating in the collaborative review of the effectiveness of schemes of work and lesson plans.

**10. ENSURING EQUALITY OF OPPORTUNITY**

The history curriculum of the school will be planned, organised and taught in ways which are compatible with the school's equal opportunities policy. The subject co-ordinator and class teachers will ensure that the subject makes a significant contribution to this policy and promotes social inclusion.

A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils, including students with special educational needs, the gifted and talented and pupils from different ethnic or gender groups. These include;

**Differentiating lessons**

- Using differentiated resources;
- Providing differentiated tasks, including stepped tasks;
- Differentiating through the way groups are constructed and fostering peer group support;
- Differentiating through varying the level of teacher and support teacher intervention;
- Differentiating by outcome.

**Developing core skills:**

- Using clear strategies to help students to acquire core communication, numeracy and ICT skills;
- Using appropriate levels of spoken and written language.

**Effective lesson planning and management:**

- Setting clear objectives that are understood by each pupil;
- Presenting work in small and achievable steps;
- Planning varied activities that motivate pupils and providing alternative activities where needed;
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success;

- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration;
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills;
- Providing extension work for more able students.

**The appropriate deployment of resources:**

- Analysing the suitability of resources and developing additional resources where necessary;
- Ensuring that support teachers are effectively deployed;
- Considering how specialist equipment, including I.C.T., can be of help to pupils.

**Careful assessment and monitoring:**

- Using pupils' records to inform planning;
- Carefully monitoring pupils' progress to ensure that small advances can be built upon;
- Providing regular feedback to pupils on progress and actively involving pupils in assessment of their work.

**11. PARENTAL AND COMMUNITY INVOLVEMENT**

Parents will be given opportunities to support and be involved in pupils' learning in history in a variety of formal and informal ways and will be kept informed of developments in the subject by newsletters and information evenings as appropriate.

Parents and other members of the local community also constitute an important resource which can be used to help pupils explore a variety of aspects of the subject and regular use will be made of appropriate visitors and visits during the history programme. Pupils will be encouraged to develop and extend their studies at home and to become aware of the value and potential of the subject in a range of different contexts.

The school will provide information on the historical progress of pupils transferring to other primary and secondary schools and will liaise with local secondary schools to ensure progression and continuity in pupils' historical education.

Presented to Governors

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Approved by Governors

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