



St. Francis Xavier's RC Primary School

Love one another as I have loved you

History Policy

Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for each individual
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

INTENT

A St. Francis Xavier's pupil will:

- Show a curiosity about the past and a wish to know more about life long ago.
- Use my critical thinking skills to analyze historical evidence: primary and secondary.
- Think, reflect, debate and evaluate the past, asking questions which I have created, demonstrating eloquence and a rich vocabulary.
- Undertake high quality research using a variety of sources, including the internet, books and articles.
- Communicate and present my ideas confidently and clearly to a range of audiences.

IMPLEMENTATION

What does our History Curriculum look like?

Please refer to:

LTP : to demonstrate the progression of knowledge and skills within the whole school history offer.

Unit Plans: showing the progression of knowledge and skills within History.

MTP for each year group: to map teaching and learning, knowledge and skills through a topic.

'Knowledge organizers': summarize the key knowledge and skills to be acquired and retained during a history topic.

ROCKS: to remember our curriculum knowledge and skills during and after the topic.

A 'quiz' will take place at the end of a topic: to enable the children to remember more of the knowledge acquired and demonstrate their understanding of key concepts.

IMPACT

Our history curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modeling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as historians.

In learning history pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past.

The curriculum

Organisation

Teaching and learning in History follows the outline programmes of study and level descriptors prescribed by the New National Curriculum for Key Stage 1 and 2.

In our curriculum history is taught both as a discrete subject and within an integrated / topic approach linking it with other areas of the curriculum such as Literacy and Geography. Staff will actively look for opportunities to ensure the cross curricular aspect of work is evident.

Foundation Stage

At Reception age children follow the Early Years Foundation Stage Program (Early Learning Goals) where history makes a significant contribution to the ELG of Understanding of the World. The children are provided with a basis to prepare them for following the National Curriculum.

During Foundation Stage pupils:-

- Show interest in the lives of people who are familiar to them
- Remember and talk about significant events in their own experience
- Recognise and describe special times or events for family or friends
- Show interest in different occupations and ways of life
- Enjoy joining in with family customs and routines
- Talk about past and present events in their own lives and in the lives of family members
- They know about similarities and differences between themselves and others, and among families, communities and traditions
- They explain why some things occur, and talk about changes

Key Stage 1 and Key Stage 2

By following the New National Curriculum, the children will be taught to

- Develop the historical skills of questioning, enquiry, observing and interpreting,

organising and communicating findings, drawing conclusions and identifying cause and effect. This will lead to an understanding of chronology and ability to describe the passing of time.

- Develop knowledge and understanding of important historical periods and people, through an enquiry-based approach, and relate these to present day life.
- Develop curiosity about the artefacts and evidence children observe, experience and explore, relating to the world around them.
- Apply key skills to enhance their understanding of historical concepts.
- Use appropriate historical vocabulary to communicate ideas.
- Develop a respect for the environment and an understanding of how human activity impacts on these things.
- Develop children's skills of investigation and to enhance their knowledge of how the world is constructed from their earliest experiential play within the Foundation Phase to more sophisticated whole studies by the end of Key Stage 2.

(Refer to History Overview 2016-2017 to see specific units studied)

Teaching and Learning Style

At St. Francis Xavier's Roman Catholic Primary School, we use a range of pedagogy to develop children's knowledge, skills and understanding in history and all other subjects. History teaching focuses on enabling children to think as historians. Teaching and learning in History is supported by:

- A range of practical materials, artefacts, visual and reference aids.
- Additional resources loaned from various outside agencies and libraries.
- In each key stage we give children the opportunity to visit sites of historical significance, both using technology and on field trips.
- We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.
- The use of technology, including our Immersive Room, further enhances the children's historical offer.

The working modes of history will vary and will be most appropriate to the planned learning outcomes of the lesson.

Children will be taught and will work

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or as individuals

Assessment, Record Keeping, Reporting

Assessment is an integral part of the teaching of History. Children's work is assessed by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks and comments as necessary. At the end of a unit of work there will be an informal quiz which will look at the retention of subject knowledge. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of the year.

Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning. Written or verbal feedback (in line with school marking policy) is

given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self assessment.

Using formative assessment, the teacher uses their professional judgement to assess at the end of a unit of work, whether a pupil is above ARE (age related expectations), at ARE, or below ARE and records their judgment on the subject assessment excel spread sheet on common staff.

Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the history coordinator, in the following ways:

- Informal discussion with staff and pupils (pupil voice)
- Work sampling and book trawls
- Classroom observation
- Planning scrutiny

Evaluation/review

There is a review of this policy every two years by the history coordinator. The subject leader will report to the governing body on the progress of the children in history. The subject leader will meet with the designated governor to discuss and monitor the success of the teaching in history.

Elizabeth Christopherson - History Subject Leader
April 2024

This policy was updated April 2024. The policy was ratified by the Standards and Curriculum Committee of the Governing Body on 20th May 2024.

The policy will be monitored by members of the Senior Management Team and Chair of the Standards and Curriculum Committee and will be reviewed every two years.

Signed: *Sylvia Cockroft* Date: 20.5.24 Chair of Standards and Curriculum Committee

Signed: *Diana Pearce* Date: 20.5.24 Headteacher