



History Policy 2018/2019

Our Mission Statement

***In our school, we want to celebrate God's gift of life together; by inspiring, enhancing and developing tomorrow's talent, today!
We respect all; aiming to achieve and live our values.
A place to allow everyone to flourish.***

SAFEGUARDING STATEMENT

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Preventing children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

PROMOTING BRITISH VALUES AT ST LEO'S AND SOUTHMEAD CATHOLIC PRIMARY SCHOOL SERVING THE COMMUNITY

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow everyone to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

INTRODUCTION

This policy outlines the teaching, organisation and management of History taught and learnt at St Leo's and Southmead Primary School. The school's policy for History is based on the New National Curriculum 2014 for Key Stages 1 and 2.

The policy has been drawn up to reflect our whole school approach to history and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the teaching staff.

SMSC Statement - History

Spiritual development History encourages pupils to appreciate a range of religions and beliefs and a respect for these different perspectives. Pupils may choose to reflect on their own beliefs or respect the different ideas of others. Staff encourage pupils to consider different ideas as a good non-threatening element of life and they look at the consequences when people are not tolerant of each other.

Moral development Pupils are encouraged to develop an ethical code by looking at controversial issues and appraising them through humanitarian eyes.

Social development History provides a strong emphasis on the shaping of British values and the British judicial system.

Cultural development The department feels strongly that History is part of and forms a nation's culture.

AIMS

- To help children understand the present in the context of the past
- To arouse interest in the past and encourage questioning and speculation
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds
- To contribute to children's knowledge of how societies and people have developed over time
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play
- To enrich and support other areas of the curriculum
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live

We will achieve these aims by the following objectives:

- Pupils will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences

- Pupils will compare a range of historical events to gain knowledge of change and the evolution of life styles
- Pupils will be given an understanding of chronology
- Pupils will recognise that some things change and others remain the same
- Pupils will be made aware that historical events often have more than one cause and consequence.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils.

TEACHING HISTORY

Teaching time

In Key Stages 1 and 2, the time allocated to the teaching of History is flexible as children are taught through a creative curriculum and themed weeks . The time spent on history may vary from term to term and in each topic that is taught. The teaching of history is based on ensuring adequate coverage of National Curriculum 2014 programmes of study.

In the Foundation Stage, the time allocation will vary due to the cross curricular nature of the curriculum.

Class Organisation

Teachers plan the History lessons for the year group. Lessons may be introduced in whole class teaching or individual groups.

Out-of-class work and homework optional

History lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework. These activities will be short and focused and will be referred to and valued in future lessons.

Utilising museums and workshops

Each year group in Key stages 1 and 2 will participate, where possible, in a school trip or visiting workshop relevant to their history theme. These experiences will support and enhance children's learning in an active and engaging way.

Links between History and other subjects

History contributes to many subjects within the primary curriculum and opportunities will be sought to draw experience out of a wide range of activities, including workshops and trips. This will allow children to begin to appreciate and understand History in real contexts. There are strong links between History in:

- English
- computing
- Art and Design
- Design and Technology

SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle. Gifted and Talent children in history are identified on the G&T register as co ordinate by Mrs McGuinness

How we cater for pupils with particular needs

The regular History lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation. Pupils with special educational needs and individual education plans Teachers will aim to include all pupils fully in their History lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

How we work in the Foundation Stage

The classes will be organised to promote social skills and the development of Historical language and understanding. Pupils will follow the Early Years' curriculum.

Resources

All History resources are kept in labelled boxes relating to individual topics and the History cupboard. These include videos, teacher books, big books, topic books, posters and a range of artefacts. Each topic is grouped together and teachers are responsible for their class resources.

Computing

IT will be used in various ways to support teaching and motivate children's learning. IT will involve the Interactive White Board (IWB), class computer, laptops, Ipads and audio-visual aids. IT will be used in History lessons to support and enhance the learning of history skills and objectives.

Assessment

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Where a child's progress differ markedly from that of the rest of the class, teachers may wish to make a note of this. These assessments can inform annual reporting to parents. The assessments are recorded on Target Tracker and analysis is made of each class with additional information about SEN, pupil premium and gender. These are in the portfolio files.

Planning

The planning of History remains the responsibility of the individual teacher, but teachers are expected to outline how and where History fits into the curriculum of their year group according to statutory requirements. For samples of planning please refer to History evidence portfolios.

Monitoring and Evaluation

The co-ordinator will keep a portfolio of evidence. This will include samples of children's work; evaluative judgements based on the programmes of study objectives; photographs of displays, visiting history groups or workshops and class trips and pupil interview notes. During a yearly subject monitoring timetable the coordinator will observe lessons, all of these lessons throughout the school will be formally observed.

MANAGEMENT OF HISTORY

The role of the coordinator is to:

- Be a role model and demonstrate good practice.
 - To continue to contribute towards raising standards throughout the whole school in History.
 - To develop a love and wonder of history throughout the curriculum.
 - To develop the creative curriculum in order to improve our future by learning from our past.
 - To develop a sense of ambition within the children to inspire them to become future historians, archaeologists etc.
 - Keep the written policy document and scheme of work up to date and
 - evaluate the content and method.
 - Arrange INSET as appropriate to meet the needs of individuals and the school.
 - Encourage and support staff in the implementation of the agreed
 - procedures and closely monitor the progression of activities and
 - consistency of approach across both year groups and Key Stages
 - through lesson observation.
 - Monitor teachers' planning as part of on-going subject monitoring and
 - evaluation of practice each half term and submit analysis to the head teacher.
 - Compile portfolios of children's work to evidence progression.
 - Write yearly School Action Plan.
 - Liaise with other post holders to ensure coherence across subject
 - areas.
 - To be aware of national and local developments through reading
 - relevant materials and attending courses as appropriate.
 - Submit regular feedback on standards in History to the Headteacher.
 - Work to achieve equality of opportunity throughout the school.
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- To be reviewed Sept 2018