

St Francis of Assisi Church of England Primary School

History Policy Document

Nov 2020 (to be reviewed Nov 2021)

Introduction

History is part of every aspect of our daily life. All parts of our culture and way of life are the outcome of History. Every part of the curriculum is thus influenced by History. In working to offer children an education that helps them to make sense of the world in which they live, and makes them ready for adult life, it is impossible to ignore History. St Francis of Assisi Church of England Primary School follows the national curriculum and Early Years documentation to ensure knowledge; skills and understanding are taught throughout all key stages. The school has created its own long and medium term planning which details the topics, objectives and skills which should be covered. Through this long term planning, the national curriculum breath of study for history is fully covered.

Curriculum Intent

At St Francis of Assisi C of E Primary School, we believe that high-quality history lessons inspire children to ignite a passion and curiosity about the past and to think and act as historians. Through history specific and lessons delivered through the wider curriculum, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources developing wisdom and knowledge of history;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. This should develop deeper learning across topics taught including mastery learning.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Teachers will ensure teaching of history has the school's Christian ethos and values at its heart. A cohesive curriculum is built by ensuring all historical themes and topics cover the same aspects to allow comparisons to be made between different time periods. This will help children make connections and links to their prior learning ensuring that knowledge and skills are developed during their time in school. These aspects are: achievements, beliefs, society, housing (and buildings), entertainment and impact. Children will have the opportunity to explore British Values through history lesson. Where appropriate children will compare aspects of British society with the society they are studying.

Planning ensures that history skills are covered alongside objectives. The skills we aim to cover are: chronology, change, continuity, cause, consequence, enquiry, interpretation and organising relevant historical information.

Equal Opportunities and Special Education Needs and Inclusion

All children are given opportunities to access the National Curriculum requirement. All children regardless of ability, ethnicity, religion or gender, will be given equal opportunity to access all aspects of the History curriculum. Any child experiencing difficulty in accessing part, or all, of the curriculum, will be supported with the time, materials and equipment to access the activity at their own level where this is practically possible. Planning, resources and displays will reflect positive images of all communities represented in our society.

Implementation

Medium term planning is prepared by the History leader to reflect the programme of study. This includes cross curricular links (including Global Goals and SMSC), key learning and suggested activities. This is then adapted by class teachers to form weekly planning which ensures all children's needs and abilities are catered for within their year groups. Planning should be stored on the staff shared area within the correct team's files for that academic year and term. Teachers ensure children's prior knowledge is built up and children are encouraged to contrast and compare the time period they are studying time periods from the previous learning. This will promote knowledge recall. Trips or visitors are planned to complement topics studied and will be scheduled to have maximum impact on learning.

Individual teachers evaluate the success of teaching each week, and where necessary suggest future improvements in their short term planning. Half termly/termly evaluations are fed back to the subject leader.

The subject leader has the opportunity to evaluate the subject during termly subject leader time. This time is also used to monitor children's work through book scrutiny, lesson visits, implement curriculum changes and monitor planning.

Early Years Foundation Stage

History is taught in Nursery and Reception through child-initiated and adult led activities. History is covered in the "People and Communities" area of the curriculum. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In EYFS history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Children will also learn about why certain events have taken place when appropriate, e.g. Remembrance, topical historical events etc. Children will be introduced to stories, events and objects to further gain a sense of chronology. Stories, poems, songs, practical objects and artefacts form the basis of resources used by the children. Planning in EYFS is "in the moment". Staff ensure to move children's learning forward through skilful questioning, discussion or support which links to the children's interest and fascinations. Where possible, first-hand accounts by visitors will be used to develop historical questions and discussion points. Adults will work alongside children to extend their learning. Learning will be documented in a variety of ways such as drawings, paintings, tables of results, digital photographs.

Assessment and Record Keeping

At St Francis Of Assisi C of E Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

The subject leader reviews standards and monitor curriculum provision whilst also ensuring training and resources are up to date. An excel spreadsheet with objectives linked to each year groups topics is saved on the staff shared area in the assessment file. This will provide a summative overview of the children's learning. Teacher's will update this termly following a topic to record progress and objectives covered.

Resources

Children will have opportunities to use a range of resources and artefacts. They are given instructions in the safe and considerate use of these items. Most physical history equipment is kept in the drawer units. All equipment necessary will be accessible to children.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Teachers plan to use a range of online resources making good use of the school laptops and iPads. A range of apps and websites will help the children develop their knowledge of the past. This could involve doing research, quizzes, exploring 3D models, exploring locations children couldn't visit in real life and watching documentaries.

When studying sources children will be encouraged to consider the difference between primary and secondary sources and how this can impact on our interpretation of the past (bias).

Health and Safety

We must obviously be alert to any possible dangers when working in school. It is very important that children are aware of the safe handling and storage of any tools and equipment. Risk assessments are carried out prior to any visits or visitors attending the school.