

St Scholastica's History Policy



ASPIRATION



INDEPENDENCE



MOTIVATION



RESILIENCE



DETERMINATION



RESPECT

2020-2021

AIMS

History is not taught as a stand-alone subject, but is generally the basis of a topic. History involves the study of Chronology, Knowledge and understanding of history (cause/consequence, change/continuity, features/ideas/beliefs/attitudes, diversity, links), Interpretations of history, historical enquiry, organisation and communication.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations: the expansion and dissolution of empires: characteristic features of past non-European societies: achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as "empire", "civilisation", "parliament" and "peasantry"
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history: between cultural, economic, military, political, religious and social history: and between short-and long-term timescales

SKILLS AND ATTITUDES

The work in history has been planned to develop the following skills and attitudes. Individual skills which are needed in history include:

- Observing - making accurate observations
- Enquiring - asking and answering geographical questions
- Measuring - effectively using appropriate equipment
- Recognising patterns - seeing relationships
- Predicting - applying knowledge to differing contexts
- Interpreting - drawing conclusions by analysing evidence
- Communicating - speaking, listening, reading, writing, numerical and graphical
- Organisation and study - the ability to plan and present work, study independently and make good use of time

The study of history provides rich opportunities to develop the following attitudes:

- Curiosity
- Responsibility
- Critical awareness
- Environmental awareness
- Originality
- Open-mindedness
- Initiative
- Pride in work
- Tolerance
- Perseverance
- Co-operation

TEACHING OF HISTORY

History is a subject based around enquiry. It is therefore essential to employ teaching methods that maximise the potential for pupils finding out and communicating about their world, both near and far.

However, a balance must be sought between imparting information and in encouraging children to become active enquirers - through class, group, paired and individual work.

In addition to the use of books and worksheets, use is also made of audio visual aids, ICT, group work, display, topic work (based on individual or group research) and practical work. In order to share expertise, resources and ideas and hence develop the subject content and delivery, collaboration between staff who teach the same key stage is possible during PPA, key stage and staff meetings.

APPROACHES TO HISTORY

Basing history on the NC programmes of study ensures that complete coverage is achieved and that, within a given year, a balance is maintained (long term plans). In addition there will be a balance between the acquisition of knowledge and understanding and the development of investigational skills. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved. St Scholastica's School has a cross-curricular approach to planning. This topic-based approach is thoroughly grounded in the National Curriculum Programmes of Study. History is a significant factor of the balanced topic planning throughout Key Stage 1 and Key Stage 2.

Early Years Foundation Stage

History is taught as an integral part of the topic. As Reception is part of the Early Years Foundation Stage, the historical aspects of the children's work relates to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3-5.

History makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good playground".

CROSS CURRICULAR OPPORTUNITES

The school follows the guidelines set in the school's literacy and numeracy policies. However, geography supports the teaching of both literacy and numeracy.

Literacy

History gives the children opportunities to:

- experience and write in different styles
- read for information
- develop their note-taking skills

Subject-specific vocabulary is taught and pupils are encouraged to read and spell these words correctly and to use them in appropriate contexts.

Numeracy

History in the school contributes to the teaching of mathematics in a variety of ways. The children:

- learn how to represent dates with numbers
- study calendar time
- use graphs to explore, analyse and illustrate a variety of data

ICT in history encourages use of:

- Spreadsheets, databases and graphing packages to manipulate, interpret, predict and display data collected in investigations to allow capability to test a hypothesis
- Word processing, desktop publishing and drawing/painting packages to enhance and refine the precision of pupils' work and encourage the development and articulation of the pupil's own ideas (this allows the development of capability to communicate on a variety of levels)
- Digital cameras and, where appropriate, closely supervised use of e-mail by children, to assist in communicating with others
- CD ROMs and internet websites

(See Computing Policy.)

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs.

(See Equal Opportunities Policy.)

DIFFERENTIATION

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself but teachers should use a variety of approaches as appropriate.

Children can be given:

- Different tasks
- Different resources to assist them
- Differing levels of support by the teacher and other children
- Open-ended tasks which allow for a range of different outcomes

The grouping of children within the classroom is also an important factor when planning for differentiation.

MARKING AND FEEDBACK

All marking should have a clear purpose with the child as its focus. Marking which has been thoughtfully carried out will provide encouragement and value for the child's efforts and be a useful diagnostic basis for future learning. Staff should aim to mark books regularly thereby ensuring regular feedback and encouragement to pupils.

(See also Marking Policy.)

ASSESSMENT

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, marking, feedback, etc.) in order to determine how each pupil is progressing.

Within history, assessment can be summarised as follows:

- Assessment is planned and relates to the objectives chosen in lessons or units
- Assessment procedures are manageable
- Assessment is a regular feature of classroom practice
- A variety of approaches is used with 'fitness for purpose' the determining factor

It is essential that pupils are given effective feedback after assessment in order to inform them of their strengths, and areas requiring further development.

(See also Assessment Policy.)

SAFETY

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils.

(See Health and Safety Policy.)

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the coordinator. The effective management of these resources, whilst ultimately the responsibility of the coordinator, is also the responsibility of each classroom teacher who uses them.

By order of the Governing Body of St Scholastica's Catholic Primary School.

Agreed at the Governing Body Meeting on: 10th March 2021

(Signed) _____ Date: _____

(Head teacher)

(Signed) _____ Date: _____

(Chair of Governing Body)

(Signed) _____ Date: _____