



St. Patrick's R.C. Primary School



Forming lives ready to face the future

Citizenship		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

History Policy

Principles

The learning and teaching of history at St Patrick's RC Primary School aims to provide opportunities to understand appreciate and enjoy the multi-cultural world in which we live and celebrate its rich diversity. We aim to develop children's chronicle, investigate and explain the past and thereby our world as it is.

Aims:

- To arouse interest in the past.
- To understand the present in light of the past.
- To enrich other areas of the curriculum.
- To increase the children's understanding of the past set in chronological framework.
- To understand characteristic features of past societies, the reasons for their actions and links between different historical periods.
- To understand why historical periods are interpreted and represented in certain ways.
- To understand some ways in which we find out about the past.
- Work set should be varied and challenging and promote historical enquiry.
- To develop a sense of chronological understanding, relating to major historical periods, events and people.
- Pupils should have access to a range of sources of information to aid their development of historical enquiry.
- To identify different ways in which the past is represented.

History curriculum planning

We use the national curriculum subject content for history as the basis for our curriculum planning.

- To provide work that covers local, national European and world history.
- To make use of local museums, sites and speakers wherever possible.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning style

We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and we combine these with small group enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use ICT in history lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. We also invite people and groups into school for historical activities and provide opportunities for the children to go off site and experience history in other settings.

We recognise the fact that there are children of different historical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Grouping children by ability in the room and setting differentiated tasks to each ability group.
- Providing resources of different complexity according to the ability of the child.
- Using teaching assistants to support the work of individual children or groups of children.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They listen to and interact with stories from the past.

- They use drama and dance to act out historical events.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

History curriculum planning

We use the national curriculum subject content for history as the basis for our curriculum planning.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the history topics studied in each term during each key stage.

Our medium-term plans follow the national curriculum subject content for history and give details of each unit of work for each term. The history subject leader reviews these plans on a regular basis.

Each class teacher creates a plan for each lesson. These plans list specific learning objectives. The class teacher keeps these individual plans, and can discuss them on an informal basis.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of history. For example, their work on how the Roman's impacted Britain or even the challenges people and monk's faced when the Vikings arrived in Britain.

Assessment and recording

We assess the children's progress in History through lesson observations, book scrutiny and discussions with children about their learning. Once the children complete topic, each pupil is assessed to whether they are emerging, expected or exceeding the expectation of the topic. We record the results in our assessment tracker and use these to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The history subject leader keeps samples of planning, children's work, book scrutiny and pupil discussions in a history portfolio. Class teachers keep history work in topic books and display in classrooms and corridors.

The History subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Resources

We are continually reviewing resources in our school to be able to teach history effectively. We keep these resources in classrooms and we also keep a collection of resource books in our School Library. A key resource is going to visit museums and allowing the children to see what life was like for that point in history.

Cross Curricular Links

- History is taught within creative curriculum and has links to geography in location of historical places.
- Literacy provides opportunities for historical stories and character studies to be written.
- ICT can be incorporated into history through the use of a range of apps.

Responsibilities

It is the responsibility of all members of the Governing Body and SLT to ensure that the ethos is established which supports History in education.

All teaching and support staff are responsible for ensuring that this ethos is translated into daily and weekly focus.

Monitoring

This History Policy is monitored by the Head Teacher through resources, planning activities, visits, etc. Activities are reported to the Governing Body through the termly Head Teacher's Report and the Policy Working Party.

Strategies

Some examples of strategies used are:

In-School -

- Agreed class-rules
- Debates
- Class representatives
- Children's Forum
- Geography Scheme of Work
- PSE Scheme of Work
- Health and Welfare Strategies

External links -

- Circle-Time
- Local shops/community agreements
- Thornaby Town Council
- Stockton Borough Council
- Local MP
- Visitors
- Erasmus Project
- eTwinning Platform
- Creative Partnership
- Other World Faiths
- Sustainable Schools
- Eco-Schools (Green Flag Status)
- Climate Change Leading School (Durham University)

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2019