



St Ambrose Catholic Primary School

'Follow the example of Jesus'

History Policy

Approved by the Governing body in September 2018

Signed _____ Chair of Governors

Signed _____ Headteacher

To be reviewed and revised in September 2019

MISSION STATEMENT

Follow the example of Jesus

To do this we will:

- Show respect by being friendly to everyone, looking after everything that God has created and treating everyone as we would like to be treated ourselves. (Christ centred)
- Provide a high quality education which enables everyone to reach their full potential within a caring and supportive environment. (Education)
- Celebrate the school's place in the community and the wider world. (Community)

Objectives:

(Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

(Education)

- As teachers, to be both inspirational and creative so that every child's achievements are recognised and celebrated and that they are encouraged to become independent learners.
- To provide a safe and happy learning environment so that every child feels valued and secure within our school family.
- To encourage regular communication with parents by creating a positive and caring support network for the extended school family.

(Community)

- To join with the parish and local community to celebrate special occasions throughout the year.
- To enhance the curriculum by uniting as one all of the generations in the community and fostering mutual respect.
- To provide opportunities for the children to visit places of interest and experience a range of different cultural events in order for them to gain a better appreciation of the world around them and to 'fire' their own aspirations.
- To participate in charitable activities and be able to empathise with the needs of others.

Our Vision for History at St Ambrose

History is a subject, which is widely enjoyed by pupils across all years, challenging them in their thinking, the way in which they act and the way in which they perceive and relate to others. We firmly believe that History helps children to develop an awareness of themselves and their peers within the context of local, national and international events. History engenders a sense of identity, recognising the changes that have taken place which have led us to the world as we know it today. In celebrating our diverse heritage History can help to promote both diversity and inclusivity. The skills required for learning about the past not only lead to pupils becoming critical, independent thinkers but also contribute to the development of a range of skills necessary for life such as literacy, numeracy and social skills.

In line with the **national curriculum for history**, our aims are to ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- develop the ability to ask and answer history based questions, using a range of historical materials.
- understand key historical concepts.
- understand how past events have had an impact on the modern world.
- become critical, independent, creative thinkers.
- develop a genuine love for History.

It is aim to continue to develop:

- a chronologically based delivery of the National Curriculum for History (2014) from year 3 to year 6.
- the delivery of high quality, enquiry based lessons.
- planning for progression in pupils' development of a range of history skills from Early Years Foundation Stage to Year 6, including the ability to ask and answer history related questions and present their findings.
- exposing pupils to an increasing range of historical resources.
- promoting the use of research skills.
- utilising the external environment to exemplify elements of local and national history.
- adopting a range of learning and teaching approaches to ensure that all pupils can access the history curriculum and show what they have learnt.
- staff awareness of how the development of pupils history skills at primary level prepare them for study of the subject at secondary level and beyond.
- making cross-curricular links where appropriate to enhance pupil understanding of History.

TEACHING AND LEARNING

Through careful planning and preparation we aim to ensure that throughout the school, children are given opportunities to

- Use visual sources (photographs, film, paintings) to provide information on a specific person, place or event.
- Work in small groups to research a specific aspect of the History curriculum
- Work in pairs to carry out research, present information, peer assess work.
- Use of story to introduce historical concepts.
- Use of conversation either on a one-to-one basis or with small groups, class group to develop ideas.
- Use written sources to support or challenge an idea from another written or visual source.
- Visit external locations such as museums as part of research into a specific History subject.

- Ask questions of individuals either through a hot seating approach or of visiting speakers.
- Use artefacts to compare and contrast with life today.

Our staff have high expectations of all children, irrespective of ability, and encourage them to be successful and achieve their full potential.

Planning

Each class teacher organises consecutive lessons for their history topic, covering the objectives listed on the medium term plan for each year group. History is taught as a block of consecutive lessons over the year.

EYFS:

We take a long term approach to the learning of History and as such the following statement from the EYFS programme of study has been identified as having clear links to History: 'Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.' (DfE 2014:8) Through such activities as story-telling and discussion of the story with the children; reading and discussion of stories as a class; conversation with children during informal and formal learning activities and through the use of a range of materials (eg: old toys, pictures of famous people) pupils are encouraged to ask questions, talk about differences/similarities between items or characters in stories and reach verbal conclusions based on information

Y1-Y6

Lessons are planned in line with the national curriculum, and staff have access to the *History Association* website to access planning and resources.

In KS1 we concentrate on the history of the immediate past as it relates to the children, their surroundings and community, moving back in time within living memory and beyond, using stories of famous people and events.

In KS2 we look at aspects of the past in outline and in depth, including aspects of British history in European and world context, looking at that history from a variety of perspectives (political, economic, technological, scientific, social, religious, cultural and aesthetic).

The resource base for History continues to be a work in progress. Staff often resource their lessons in the absence of a central resource base. It is our aim to develop a central resource base of materials for teachers and pupils to draw upon when teaching and learning History.

ST AMBROSE CATHOLIC PRIMARY SCHOOL CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Chronology	Significant historical events : Gunpowder Plot Guy Fawkes	Toys and Games	Famous People John Lennon (link with local study)		
Year 2	Chronology Transport (link with local study)		Great Fire of London		Significant people Florence Nightingale	
Year 3	Chronology Ancient Egyptians		Stone Age to bronze Age (Skara Brae-early farmers)		Stone Age to Iron Age (Iron Age hill forts, tribal kingdoms, farming, art and culture)	
Year 4	Roman Britain		Local History Study (Victorians)		Local History (Victorians impact and change on Liverpool)	
Year 5	Non-European C900 A.D. Mayan Civilisation		Ancient Greeks		Anglo-Saxons and Scots	
Year 6		Anglo-Saxons and Vikings	Beyond 1066+ Crime and Punishment (link with Liverpool-local study and compare with Guy Fawkes)			

Assessment

Pupil assessment of their progress in History related to knowledge, skills and understanding takes place through question and answer sessions, written work and class discussions. Formal reporting takes the form of teachers providing 'We Are Learning To (WALT)' as the learning objective related to the skills and concepts developed in lessons. A new tracking system has been implemented which is completed during the assessment week, at the end of every topic taught.

All staff are provided with clear expectations for their classes with regards to pupil development within History, ensuring that they can plan their lessons to allow for pupil progress across the year and also in readiness for the next year.

Homework

(See homework policy)

Cross curricular opportunities

Throughout the whole curriculum opportunities exist to extend and promote history. Teachers seek to take advantage of all these opportunities when appropriate to our topics. Some examples include:

Maths- chronology and ordering events on timelines, calculating differences between different time periods, etc.

English- reading and interpreting texts, writing in different genres e.g. diary recounts, letters, non-chronological reports, persuasive texts, posters, etc

Geography – use of maps to identify specific areas of the world and of Britain to enable pupils to locate specific places mentioned in the study of History. Example: Rome in Italy and the growth of its Empire, Pompeii and Mount Vesuvius in Ancient Rome.

Art – use of visual images/paintings as a source in lessons but also as an example of the cultural aspect of societies which are different to the British. Example: Stone Age cave paintings and religious sculptures.

Pupils creating items from the past and visual work.

Design and Technology – used by pupils in constructing Ancient Civilisation houses, toys from the past, technology of the past e.g. Victorians, Roman technology, etc.

Religious Education– comparisons with the religions followed by specific groups of people in History eg: Viking, Roman and Greek gods; the rise of Christianity in Rome.

Computing – used for research and presentation purposes.

Special Education needs

Children with SEND are taught regularly within the weekly history lesson. The learning and teaching strategies employed in delivering the curriculum take into consideration the needs and abilities of the pupils in each class and as such are differentiated accordingly and are chosen by the individual class teacher.

Within the history lesson teachers not only provide activities to support children who find history difficult, but also activities that provide appropriate challenges for children who are high achievers in history.

Equal opportunities

All children should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In the weekly history lessons, we support children in a variety of ways, e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, using vocabulary mats, etc.

Marking

Marking should be both diagnostic and formative and school policy believes that it is best done through conversations with the child but acknowledges the constraints of time do not always allow this.

Next steps in marking are provided to extend and challenge children's learning. (See marking policy for further details).

Pupils' record of their work

All children are encouraged to work neatly and methodically when recording their work. Handwriting should be clear, fluent and legible.

Reporting to parents

Parents are given the opportunity to discuss their child's progress on two official occasions but understands that the school's 'open door' policy enables them to address concerns throughout the year. Reports are completed before the end of the summer term. Teachers use the information gathered from their assessments to help them comment on individual children's progress.

Monitoring and evaluation

The subject-lead regularly speaks to staff and pupils, in planning for the future. Feedback is also provided and shared with all staff from the termly History network meetings. A sample of books are scrutinised and feedback is provided to all staff.

Role of the subject leader

To take the lead in policy development.

To support colleagues.

To monitor progress in history- e.g. scrutiny of work.

To take responsibility for the choice, purchase and organisation of resources for history, in consultation with colleagues.

To be familiar with the current thinking concerning the teaching of history, and to disseminate information to colleagues.

They will be responsible to the Head Teacher and will liaise with Governors as and when necessary.