
St. Mary's CE Academy

'Excellence through faith & learning'



History Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

**Reviewed: Spring 2020
Approved by Governors: Summer 2020
Date of next review: Summer 2022**



Policy

1. INTENT

Our School Vision & Vision for History

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum – a curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

Our Vision for History

In history, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. In order to ensure that this knowledge is deeply embedded, common themes (e.g. religion, the role of women, etc) will weave through the key stages in order to allow children to revisit and compare previously studied eras with those they are currently studying. This will give our children the opportunity to become fluent and confident in their historical knowledge, and to develop a wider picture of Britain and the world over time.

Additionally, we will teach children a sense of chronology, and through this develop a deep sense of identity, and an awareness of the challenges of the past and present day.

Through the teaching of history, we aim to empower and enrich our children's vocabulary, and so prepare them for the next stage in their educational journey. As a result of this, we ensure that no child is hindered or held back by a deficit of language as a result of deprivation. We want them to be able to articulate themselves and their learning through a wide-bank of historical vocabulary, as well as being able to ask questions, think critically, weigh evidence and develop perspective and judgement.

We aim to inspire our children to become passionate historians who understand the complexity of different people's lives, the process of change, the diversity of societies, and the relationship between different groups.

2. IMPLEMENTATION

Our Aims for History - taken from the National Curriculum 2014

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 History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

3. TEACHING AND LEARNING

At St. Mary's C of E Academy, Cornerstones' topics are used as a foundation on which teachers build a rich, engaging and bespoke curriculum that inspires our children and meets each of their individual needs. History-driven topics have been chosen with the intent that teachers will teach history directly through bi-weekly lessons, and indirectly using a cross-curriculum approach.

All teachers recognise that our pupils have a wide-range of abilities and diverse needs (EAL, SEN, etc), and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. In order to ensure all children can succeed in history, we use the following strategies:

- differentiate history tasks three ways according to the pupil's literacy level
- plan open-ended tasks to ensure HA children are challenged
- scaffold tasks using sentence starters, word mats and communicate in print
- pre-teach vocabulary and knowledge where applicable
- use a wide range of sources including artefacts, pictures as well as texts

EYFS

In the EYFS, pupils are introduced to the language of chronology, and they will begin to use this to talk about events in their own lives and the lives of their family members. This will allow them to begin to develop a positive sense of themselves, and their identity within their families and communities.

They will develop their enquiry and interpretation skills by investigating and asking questions about artefacts, and they will build a sense of 'then' and 'now' by sorting these objects. Pupils will also start to develop an understanding of the wider world through the introduction of different stories, people, places and technology.

KS1

In KS1, pupils will develop their use of the language of chronology in order to sequence and talk about events within their own life time, as well as events that

occurred beyond living memory. They will begin to use dated timelines to order events.

They will continue to develop their enquiry and interpretation skills by investigating and asking questions about a wide variety of primary and secondary sources. As a result of this, they will begin to understand the different ways in which 'history' is represented. They will use the 'evidence' they have collected from sources in order to describe specific historical events in more detail.

KS2

In KS2, in addition to using the language of chronology and time-lines to sequence events within their current study, pupils will also use them to map changes in society across different time periods.

In addition to investigating a wide range of sources, pupils will evaluate these sources and use them to interpret why and how specific historical events occurred. Children will compare different aspects of people's lives across different eras, and as a result they will obtain a broad overview of the history of Britain and the wider world.

4. LEARNING ENVIRONMENT

Activities are organised at the teacher's discretion. History activities may be carried out individually, as a small or large group, or as a whole class activity. Planning for history is provided for in medium and long-term plans.

5. ASSESSMENT

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. Children self-assess against the success criteria grid in their books, and teachers also mark this to a high standard and set a further challenge.

Progression and achievement is tracked against learning objectives.

Photographic records and work may be kept until the end of the school year.

6. THE ROLE OF THE SUBJECT LEADER

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. RESOURCES AND DISPLAYS

Each class has been supplied with a time-line which includes the events of the periods of history that year group has studied so far, as well as events within living memory. In the KS2 corridor, there is also a large time-line which includes all events, which teachers can add children's work to. This promotes the teaching of chronology, and enables children to build a broad picture of British history and the history of the world.

In addition to this, the subject leader has developed a pack of primary and secondary historical sources for each historical period based on key themes to support teachers in making comparisons between the current study and those previously studied.

Additionally, each classroom also has a topic display which features the topic title, key historical vocabulary, and high quality examples of children's work. This can influence how children feel about their environment, convey standards, support learning and promote high expectations.

8. ENHANCING THE CURRICULUM

In each Key Stage, we give children the opportunity to visit sites of historical significance (E.g. Manor Lodge where Mary Queen of Scots was imprisoned). In addition to this, we also give our pupils the opportunity to take part in history workshops in school. We also encourage visitors to come into the school and talk about their experiences of events in the past.

9. EQUAL OPPORTUNITIES

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

Other policies & documents that may be of interest when reading this policy include:

1. Our Curriculum for History
2. History skills progression document
3. History knowledge progression document