



St Ethelbert's Catholic Primary School

History Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

With reference to the National Curriculum, History should:

- stimulate pupils' interest, curiosity and enjoyment
- foster an understanding of the major events in British, European and World History
- encourage an appreciation of the importance of History as a means of understanding people and their actions, and by involving pupils in the methods of historical enquiry with a view to them making reassured judgements about human affairs in the past
- extend pupils' understanding of chronology and time
- develop an understanding of historical evidence and our appreciation of continuity and change, cause and effect and similarity and difference
- develop pupils' understanding of past societies and the ability to reconstruct the features and beliefs of those societies so as to appreciate the opinions and situations of people in the past
- help pupils to develop an understanding of the contemporary world and the interdependence of nations, together with a tolerance and appreciation of other races, cultures and beliefs
- give pupils an awareness of the successes and failures of mankind.

Using the National Curriculum as a framework, skills concepts, attitudes and knowledge will be developed across both Key Stages 1 and 2. The following objectives are appropriate across both Key Stages:

- Extend the personal history of each child through first hand experience using artefacts, pictures, photographs, stories and other historical sources
- Develop a concept of time by telling stories, studying important episodes in British History making links across the different study units, sequencing objects and using pictorial timeliness
- Enable the children to acquire techniques and develop skills necessary for historical enquiry based on key questions
- Make use of the History within the locality
- Provide opportunities through role-play for children to empathise with the viewpoints of people in the past and why they took particular courses of action.

Teaching and Learning

Strategies include whole-class teaching, group work and individual work. Children should be encouraged to plan and carry out their own investigative work using a range of appropriate resources. Each classroom should contain historically based displays, a timeline around the wall and a collection of historical artefacts relevant to the topics studied.

Foundation stage

We teach History in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage we relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

Planning

In Key Stage 1 & 2 History will be taught in both half-termly/termly cross-curricular topics and subject specific blocks.

Long Term Plans show when topics and block teaching of the subject, takes place throughout the year. This is available on the school's intranet.

Medium term plans are written by individual class teachers and are found on the school's intranet. They indicate key questions being answered by the topic, objectives, learning outcomes, pupil activities, and resources needed.

AEN & EAL

Planning acknowledges the needs of children with learning difficulties, the high achievers and children with EAL. Differentiation is evident in level of tasks, use of resources, through outcome and teacher/TA intervention.

PSHE/Community

An understanding of past societies, beliefs and opinions is an important aspect of History. Topics will raise awareness of the interdependence of nations, together with a tolerance and appreciation of other races, cultures and beliefs.

Fieldwork/Health & Safety

Children will explore historical situations and have opportunities for fieldwork, active historical learning outside the classroom within a variety of environments e.g. school grounds, immediate vicinity, local area and beyond e.g. historical sites and museums.

Before any fieldwork takes place a risk assessment must be carried out and all staff to refer to the Health and Safety policy.

Resources

History Resources are catalogued according to Key Stage and areas of study. Resources can be found in St. Gertrude's staffroom.

Assessment Recording and Reporting

Assessment is based on key questions. It is an ongoing process which takes place over the whole of each Key Stage. Attainment Targets are classified under Level Descriptions which describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. When deciding on a pupil's level of attainment teachers should judge which description best fits the pupil's performance. Individual pupil performance in History is recorded at the end of each term and reported in the child's annual report.

Mrs T Bailey

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