



Our Lady of the Rosary
Catholic Primary School

History Policy

2021-2

Rationale:

At Our Lady of the Rosary Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Vision:

Our vision is to inspire pupils' curiosity to know more about the past. To achieve this, staff aim to equip children with the necessary skills to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our ultimate goal is for children to leave school with a broad, in-depth and chronological understanding of world history, particularly that of Britain's.

Role of History:

We carry out curriculum planning in history in three phases (long-term, medium term and short-term). Long term planning maps the history topics studied in each term during each key stage. We teach the knowledge, skills and understanding as set out in the National Curriculum through the corresponding programme of study. In key stage 1 and 2, staff use the Bishop Chadwick Transition documents to support teaching of the topics on our long-term plan. These provide a detailed curriculum rationale, teaching slides, resources and assessment tasks. The history co-ordinator scrutinises and monitors planning, making changes as and when necessary.

Aims:

- To help the children develop a sense of chronology
- To help the children develop historical knowledge and understanding
- To help the children recognise why people did things, why events happened and what happened as a result.
- To expand the children's historical vocabulary.
- To help the children interpret history using a variety of sources.
- To help children interpret and question historical evidence.
- To give understanding that the society in which the children live and the wider world has been shaped by past developments.
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques.

Foundation Stage

History is taught in the Foundation Stage (Nursery and Reception) within the area of learning called Understanding the World. History is related to the topics and interests taught throughout the year. History makes a significant contribution to a child understanding the world through many activities. For example, learning about their own family history by talking to family members, visiting places of historical interest, observing changes that are happened around them, listening and retelling stories about people and events, sequencing, role play and handling artefacts.

Progression and Continuity

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school. A variety of teaching methods are employed suited to the abilities and interests of the children. These include: • Presentation by the teacher • Storytelling • Discussion and debate • Question and answers • Individual and group investigations • Video Clips • Internet • Role play and drama • Educational Visits • Visitors • Children led presentations • Research • Extended writing (e.g. in role, newspapers etc.)

Assessment and record keeping

We assess children's work in history by making informal judgements as we observe them doing each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Throughout each unit, the assessment progression grid is annotated for each class to assess the coverage and attainment of individuals.

The history coordinator keeps samples of children's work, photographs of the displays in common areas and extracts of pupil voice in the Humanities floor book which is displayed in the conference room. This helps to demonstrate what the expected level of achievement is in history for each age group in the school. We are also participating in the collection of Year 6 work to create a bank of resources with other Bishop Chadwick schools on the shared drive to identify expectations and examples of working toward, expected and exceeding standards.

Teaching materials include a range of assessment tools, consisting of a progress tracker to be used on an individual lesson basis to assess pupil understanding and application of the content covered. Ending each unit there is the opportunity to assess through a subject knowledge quiz and an end of unit task. Throughout, the aim is to assess pupils' ability to think like a historian by choosing, building and linking knowledge as they work through a unit, complete a unit and progress on to other units.

Additional Educational Needs

We teach history to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their SEN plan.

We also recognise that in all cases there are children of widely different abilities in history and we seek to 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
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Where possible, using classroom assistants to support children individually or in groups.

The contribution of history to other subjects

History has many cross-curricular links with other subjects across the curriculum. These are recognised and promoted by staff through planning and activities.

Resources

The Durham resource library is used to supplement resources for the history teaching units in the school. Additionally, a range of ICT is used to further support and enhance the teaching of history, including whole class access to IPADs and each classroom has their own interactive whiteboard.

The role of the coordinator

The coordinator will be responsible for the following aspects of history:

- Advising on resources and planning how the budget allocated to history will be spent.
- Clarifying areas of uncertainty
- Monitoring the record keeping and assessment
- Monitoring the progress of history teaching
- Preparing and updating documentation relevant to the teaching and learning of history
- Organising and delivering relevant CPD

Monitoring and Evaluation

Monitoring and evaluation will be in line with the School Improvement Plan. The history coordinator and Senior Leadership Team will monitor each pupil's progress and standards on an ongoing basis by:

- Monitoring teachers' planning
- Sampling children's work
- Feeding back information to inform future planning.