

St. James the Great School RC Primary and Nursery School



History Policy

Date Created: Spring 2010
Date Reviewed: Autumn 2016

Rationale

From St. James the Great Mission Statement:

“.....the School will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Introduction

The History Policy serves as a guide to teachers in the teaching and learning of History at St. James the Great.

The Nature of History

History provides a record of what has happened in the past and the reasons for it. Children are given opportunities to study men, women and children from different societies, cultures and countries.

History enables us to understand and learn something about the past and its influences on life today.

The skills which children experience in their study of History contribute to and enrich other areas of the curriculum.

Aims

- Children to understand that the society in which they live has been shaped by the past and that their future will in turn be shaped by present societies.
- Children to develop a natural curiosity about the society in which they live and thereby to progress their sense of citizenship.
- To introduce to children what is involved in interpreting the past and to appreciate that some aspects are subject to different interpretations.

Objectives

- To foster a positive awareness towards History within the children.
- To provide children with experiences to learn and practice a range of skills to enable children to unlock the past.
- To enable children to be confident in their use of historical vocabulary.
- For children to be given the opportunity to carry out investigations using the historical process.

- To ensure that children are provided with a wide and varied history curriculum enabling them to build on their prior skills and knowledge.

Teaching and Learning

The History curriculum is organised on a topic basis. The QCA scheme of work is used and adapted as appropriate to meet the needs of the School and its pupils.

These strands will be taught across the Key Stages:

- **Chronology:** The sequencing of objects, people and events in order to develop a sense of the passing of time.
- **Range and depth of historical knowledge and understanding:** aspects of the past from different periods and cultures which reflect ideas, beliefs, attitudes and people of the past – why did events happen and what were the consequences?
- **Interpretation of History:** To identify and give reasons for different ways in which the past is represented and thus interpreted.
- **Historical enquiry:** Asking key questions to find out about the past from a variety of sources e.g. documents, artefacts, pictures, photographs, music, buildings, and by visiting historical sites. Selecting and recording significant findings.
- **Organisation and Communication:** Communicating their awareness and understanding of History in a variety of ways, linking with other areas of the curriculum.

Planning

Teachers plan with reference to the New National Curriculum, including cross-curricular links where possible and integrating ICT resources.

Assessment

In the Foundation Stage learning in history is assessed through the Early Years Foundation Stage Knowledge and Understanding of the World

In Key Stage 1 and 2 children are actively encouraged to follow the principles of assessment for learning. A record of the children's achievements and progress is made in the end of year reports under our History section.

The Role of the Subject Leader

It is the Subject Leader's responsibility to ensure:

- Development, monitoring and evaluation of whole-school policy.
- Colleagues are supported in the teaching of History to ensure progression and continuity of teaching throughout the School.

- Continued professional development is available for all colleagues.
- Appropriate systems are in place for the assessment of History.
- The school is aware of developments through establishing links with fellow History co-ordinators.
- Resources are developed and maintained.
- To monitor the assessment of each year group.
Research possible planning schemes for the teaching of humanities.

The Role of Governors

- A nominated Governor to liaise with the Subject Leader.
- To monitor the policy and provision for History education.

Involvement of Parents

Our school recognises parents as the first educators of their children and sees the involvement of the school as being an on going partnership with parents. Parents have access to the History policy and the topics to be covered at the beginning of each academic year.

Inclusion

Children with special educational needs, those that require extra support to achieve national targets and those with exceptional ability, will be identified through assessment and tracking.

Individual Educational Plans, the use of appropriate resources and Learning Support Assistants, will support children who are not achieving set targets.

Appropriate resources will be available to support the more able.

Next Policy Review Date: Autumn 2017