

# POLICY FOR HISTORY



ST FRANCIS SCHOOL

ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

## Vision and Mission Statement and Gospel Values

### Our Vision

*Providing every child with the tools to choose their path to success.*

### Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

### Our Gospel Values

*Love*

*Honesty*

*Courage*

*Tolerance*

*Justice*

### **Jeremiah 29:11**

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”



## **Policy for History**

### **Aims and objectives**

The aim of History teaching is to stimulate the children's interest and understanding about the life of people who lived in the past.

The aims of teaching History in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **Teaching & Learning Style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past.

We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

## **Cross-Curricula Links**

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

- Literacy - report writing, persuasive writing, speaking & listening, drama activities etc
- Reading – responding to questions based on historical text.
- RE – telling stories etc
- Geography – map drawing, changing settlements etc
- Computing – using research tools (Internet, CDROMs etc), word-processing etc. art – drawing of artefacts etc

## **History Curriculum Planning**

We use the National Curriculum programme of study for History as the basis for our curriculum planning, and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term and short-term). Provision for History activities is part of the overall topic planning completed for each class termly. The subject leader for History oversees the curriculum coverage and ensures that requirements are met. We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school. This should also include the use of skilled-based learning objectives.

## **Skilled – Based Learning**

The focus of our history teaching throughout the school will be on developing the following skills:

- to communicate historically using appropriate vocabulary
- to build an overview of British and world history
- to understand chronology
- to investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Teaching in KS1 will, in accordance with the National Curriculum, focus on the lives of key individuals and key historical events. In KS2, however, we have decided to adopt a chronological approach to our British and world history topics.

## **Early Years Foundation Stage (EYFS)**

We teach History in Reception and Nursery as an integral part of the topic work covered during the year. EYFS uses Development Matters for the appropriate objectives, we relate the History side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

## **Teaching History to children with SEND**

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

### **Assessment and Recording**

Teachers assess children's work in History by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons (AFL). This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

### **Resources**

There are sufficient resources for all History teaching units in the school. There is a good supply of topic books and software to support children's individual learning.

### **Monitoring and Review**

The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. This will be done by regular book and planning audits with an individual feedback to individual teachers and next steps to ensure high quality teaching and learning. The History subject leader is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

### **Other policies and documents to be read in conjunction with the History Policy:**

National Curriculum 2014  
Teaching and Learning Policy  
Marking Policy  
SEN Policy and Single Equality Scheme

### **Policy monitoring and review**

The Head teacher, Senior Leadership Team and History Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and History Subject Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2024  
(unless any curriculum changes occur before this time)

Reviewed By: Ms Gordon September 2023