



St Thomas of Canterbury Catholic Primary School

Where every child is special

History Policy

Policy compiled by:

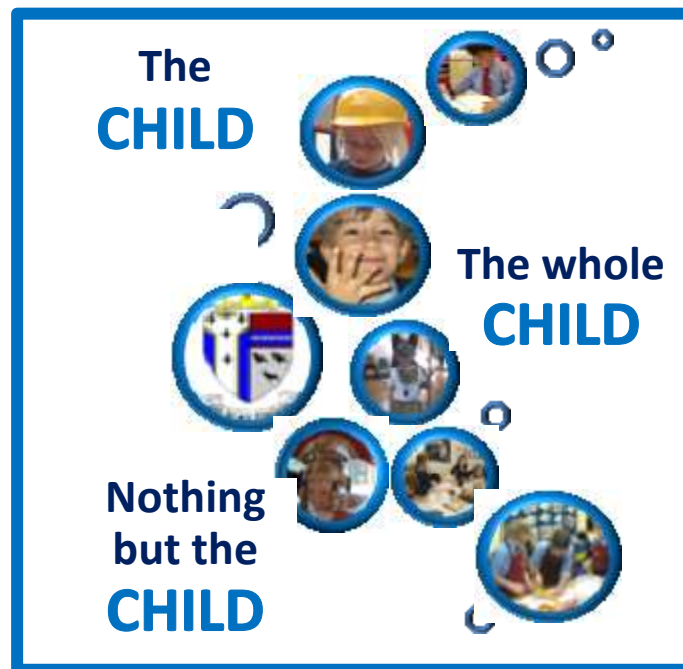
Resy Nardini, Subject Leader

Date of last review:

Spring 2017

Review Date:

Summer 2019



OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR GOLDEN RULE

We treat others as we would like to be treated



Aims and objectives

The aims of teaching history at St Thomas' are:

- To help our pupils develop a sense of identity through learning about the development of Britain, Europe and the world.
- To develop a sense of chronology.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation of evidence.
- To develop analytical abilities by challenging children to examine, to ask perceptive questions, compare and interpret different sources of information.
- To have some knowledge and understanding of historical development in the wider world.
- To understand the present in light of the past.
- To enrich other areas of the curriculum.

At St Thomas' we believe that history is about people and relates to the study of their development over time. People have left traces of their past existence and activities and these traces can help us to identify what happened and offer explanations as to why they happened. The process of collecting, analysing, identifying and interpreting or explaining the evidence from the past is considered very important.

At KS1 and KS2, our pupils are encouraged to understand that:

- Not all events, people and objects lived, happened or occurred at the same time. Some are older than others.
- Not everything that existed in the past was the same. Many different types of people, events and objects lived, occurred and existed.
- There are ways of finding out about what happened in the past by using evidence from the past.

How we teach history

History teaching across the school focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give the opportunity to visit local sites of historical importance and encourage visitors to come into the school and share their knowledge and experiences of the past. A variety of teaching methods are used to develop the children's understanding and knowledge. These include links with other curriculum areas, group work, role play, art and craft activities and tasks in history related areas of mathematics, science and technology.

Early Years Foundation Stage

- In the Foundation Stage History is taught as an element of Understanding the World and children work to achieve their early learning goals.
- Learning is developed through activities such as role play, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.
- Emphasis is placed on sequencing events and objects and to use common words and phrases relating to the passing of time e. g. before, after, a long time ago, past.

Key Stage 1

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use other sources of information (pictures, artifacts, photographs, oral and written accounts) to help them ask and answer questions. They learn how the past is different from the present.



They are taught about changes in their own lives and those of their families and localities. They are helped to develop an awareness of chronology and are introduced to sources of information of different types.

Pupils have opportunities to communicate their awareness and understanding of history orally, visually and in writing. Where appropriate, pupils have the opportunity to apply and develop their ICT capability in their study of history.

During the key stage, pupils are taught the “Knowledge, skills and understanding” through the following areas of study in the form of topics which are agreed with the Subject Leader and shown in the School’s History Scheme of Work.

Key Stage two

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

During the key stage, pupils are taught the “Knowledge, skills and understanding” through local history study, three British history studies, a European history study and a world history study in the form of topics which are agreed with the Subject Leader and shown in the School’s History Scheme of Work.

Whole School

As a whole school we study Ancient Greece - a study of Greek life and achievements and their influence on the western world. This is studied every 4 years to coincide with the Olympic Games.

Educational Visits and Visitors

Trips to museums and other historical places of interest are considered important in allowing the children an opportunity to experience at first hand both primary and secondary source material. Where possible, workshops by local theatre groups are incorporated into our schemes of work.

Equal Opportunities

At St Thomas’ our aim is to make history accessible to all.

Progression in History

In history, a skills and knowledge tracker indicates progression in the five aspects of knowledge, skills and understanding set out in the programme of study. The tracker provides the basis on which to make judgements about pupils’ performance at the end of each key stage.

The five aspects of knowledge, skills and understanding are:

1. Chronological knowledge/understanding
2. Historical terms
3. Historical enquiry
4. Interpretations of history
5. To understand historical concepts



Assessment for learning

- For effective teaching and learning to take place within the classroom, there is continuous teacher assessment and self-assessment by the children. Assessment for learning is encouraged throughout the school.
- In the Foundation Stage, History is assessed under the Understanding the World strand of the Foundation Stage Profile.
- To track children's progress throughout the year O-Track is used in line with the assessment policy. Teachers base their judgement on the skills achieved for history which incorporates the National Curriculum requirements.
- A transfer record is completed at the end of each school year using O-Track.
- Reporting to parents is carried out on a termly basis at parents' evenings, and annually through a written report.

Implementation

Staff roles and responsibilities

The Subject Leader will:

- prepare guidelines
- provide guidance and support on implementation
- organise, review, order and publish an inventory of resources
- ensure staff is aware of these
- stay up-to- date on developments in history

The class teachers will:

- use the Scheme of Work
- decide the objectives for the teaching
- prepare teaching plans
- assess the work and progress of pupils in learning history
- differentiate work where appropriate according to the pupils' needs.

Resources

Each class has a box of related topic books as well as other resources including artefacts, photographs, pictures, newspapers, CDs , CD ROMs, slides, etc.

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.