

History Policy

The past influences all aspects of our lives and it shapes the customs and beliefs of the communities to which we belong. History at St Aloysius helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time. It should equip children with the skills to ask perceptive questions, think critically, weigh up evidence and qualify sources, sift arguments and develop perspective and judgement. Most of all, History in our school will inspire children's curiosity to know more about the past, using high quality, primary source material that can paint pictures in children's minds.



Aims and Purposes

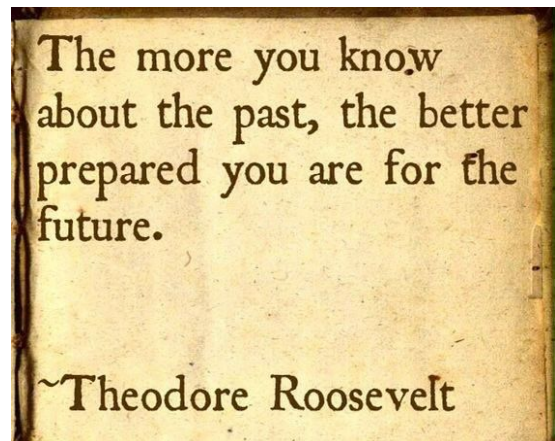
History at St Aloysius aims to:

- Develop a knowledge and understanding of the history of these islands as a coherent, chronological narrative, from the earliest of times to the present day;
- Acquire knowledge of the characteristics of people living in these islands and how their lives have shaped this nation;
- Understand how Britain is part of a wider world and how Britain has influenced and been influenced by the people and events of that wider world;
- Support children in their understanding of significant aspects of the history of the wider world: including the nature of ancient civilisations; the rise and fall of empires; characteristic features of past non-European societies; and, successes and failings of mankind;
- Analyse reasons for/results of events studied, making links across and between contexts, such as connections between local, regional and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales;
- Identify different ways in which the past is represented;
- Understand historical concepts such as change and continuity, cause and consequence, similarity, difference and significance when exploring the effects of historical events;
- Examine, compare and interpret different sources of information;
- Encourage children to pose and answer historically-valid questions, using appropriate language, including abstract terms such as 'empire' and 'civilisation';
- Encourage children to communicate their knowledge in a variety of ways.

Teaching and learning styles

History teaching focuses on enabling children to think as historians. We encourage children to examine artefacts and other primary sources (images and texts), as well as using secondary sources for their research. When appropriate we give children 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 should always ask searching questions, such as ‘how do we know?’ about information they are given. If the answer is not always clear, ‘how can you use the facts you know to form opinions?’ In doing this we foster a sense of enquiry in all pupils, encouraging them to ask appropriate questions about the people, places and events they study, and in doing so encourage responses using subject specific vocabulary in the correct context. We recognise the fact that in all classes 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;
- grouping children by ability and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.



History Curriculum

History is to be taught through a topic-based approach, using the National Curriculum as the basis for the subject content in curriculum planning. Where possible, these topics will also linked to other foundation subjects (science, geography, etc.). See our Curriculum Learning section of the school website for more details.

History is taught in each key stage:

- In the foundation Stage, it is integrated into the curriculum, planned under the Learning Goal 'Knowledge and Understanding of the World' (see Early Years' Policy);
- In Key Stage One as part of 6 topics-based themes throughout the year;
- In Key Stage Two as part of 4 topics-based themes throughout the year. All staff ensure that there is a wide breadth of curriculum content covered, ensuring nothing is replicated.

- History is taught by the class teacher, to a mixed ability class. There is a two-year rolling programme.

In the Foundation Stage, all children will be given opportunities to:

- Study the concepts of old and new;
- Recognise that they have a past, and that changes can occur as time passes;
- Find out about people they know, and their past.
- Ask historical questions about people and objects to find out more information such as "What is it like?" and "What is it used for?"

In Key Stage One, all children will be given opportunities to:

- Study changes within living memory;
- Learn about significant historical events, people and places in the local area;
- Explore events beyond living memory that are significant nationally or globally;
- Learn about significant individuals in the past who have contributed to national and international achievements. While doing so, some should be used to compare aspects of life in different time periods.
- Further develop their questioning techniques to find out more information.

In Key Stage Two, all children will be given opportunities to:

- Study the changes in Britain from the Stone Age to the Iron Age;
- Explore the Roman Empire and its impact upon Britain;
- Learn about Britain's settlement by Anglo-Saxons and Scots;
- Be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- Learn more about their own area through a local history study;
- Explore the lives, beliefs and achievements of an ancient civilization such as the Egyptians or The Shang Dynasty;
- Study Ancient Greece to explore how their lives and achievements influenced the western world;
- Contrast a non-European society (e.g. the Aztecs) with British History;
- Extend pupil's chronological knowledge through a study of an aspect or theme in British history, such as Crime and Punishment, Leisure or the impact of significant events (e.g. World War 2) on children;
- Make links between the different periods of time they study, and how they relate chronologically to each other;
- Continue to develop and refine questioning techniques that enable them to find out required information from a range of sources.

Continuity and Progression

Continuity is the persistence of significant features of historical education, allowing children to build upon their knowledge and understanding.

- Throughout their History work, children will use the same specific vocabulary, including common words and phrases relating to the passing of time, adding to this as they progress through the school;
- Throughout the school, children will ask and answer similar historical questions such as "Who is this person?" and "What was it like to live in...?";
- When topics and ideas are introduced, references will be made to past learning in previous years, for example exploring family history in the Foundation Stage and Year One.

Progression is concerned with advances in pupils learning. Each topic the pupils learn about will build on the generic skills of enquiry as they move through the school towards Key Stage Three.

- Progression in History will be seen by the increasing depth of studies and the development of pupils' reasoning skills when backing up judgements;
- They will also be pushed to apply their historical knowledge to other areas of the curriculum.
- Some children will be working at levels above or below others of the same age. These children will progress at their own rates.

Resources

Resources are to be kept in topic boxes, and are fully accessible to all staff. An audit of History resources will be maintained by the History Co-ordinator.

- It is the responsibility of the co-ordinator to order, maintain and evaluate the effectiveness of the resources.
- It is the responsibility of the class teacher to use them appropriately, return them to the correct place and advise the co-ordinator of any breakages/loss;
- ICT opportunities are available for unit of work.

Contribution to other areas of the school's curriculum

English

Through activities such as writing frames, descriptive work, empathetic writing, non-fiction reports, reading texts, role play and drama, History makes a contribution to the delivery and development of children's literacy. Where possible, writing in History can also act as evidence for teacher writing assessments.

Maths

Using chronological sequencing and the vocabulary of passing time in a historical context contributes towards pupils' maths development.

R.E.

Through seeking to understand others' lives, the concept of cause and effect, and stimulating curiosity about different cultures and peoples, History helps children develop a sense of identity and an increased understanding of their place in the world.

ICT

Through the use of ICT equipment to investigate, share and record historical information, the children develop and reinforce their basic ICT skills.

Art/Design

History through artform is a great way to assess the past and its impact on today. Where possible, children will design and create their own artistic works, based on templates from the past.

Assessment, Record Keeping and Reporting

- Work will be assessed and marked in line with the school's Marking Policy;
- Samples of work from both key stages will be collected by the subject leader, to contribute to a school portfolio.

Health and Safety

- Teachers will be aware of the school policy for Health and Safety when carrying out work connected with History, especially when on visits and undertaking fieldwork;
- Teachers will make children aware of how to handle resources appropriately.

Equal opportunities

As pupils are taught about different periods and societies, and their ideas, beliefs and attitudes, it is important that the teaching of history reflects this understanding of the different experiences of men and women, different social, cultural, religious and ethnic diversity. This should also be linked to current world issues, where appropriate.

Community Links

History at St Aloysius promotes the study and understanding of local sites (such as Bede's Words) and uses local resources to enrich the curriculum (for example, The South Shields

Museum). Individuals from children's families are invited into school where appropriate should they feel able to contribute either professionally or personally to a topic.

Monitoring

The subject co-ordinator, in consultation with the Headteacher, is to routinely monitor children's books across both Key Stages.

Professional Development

Staff should be offered opportunities for support and development through courses run by the Local Authority and external providers. Appropriate opportunities to be identified by subject co-ordinator, according to the needs of the staff and curriculum.

Roles and Responsibilities

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development, in-service training and resources.

The **History Subject Leader** will :

- Monitor and evaluate History within the school;
- Keep up to date with new developments and inform staff;
- Play a key role in formulating, maintaining and reviewing the Geography Policy;
- Lead colleagues by example and be supportive;
- Be responsible for History equipment and resources;
- Audit resources annually.

The **Class Teacher** will be responsible for the teaching of History as set out in this policy.

Evaluation and Review

Policy to be reviewed at staff meetings, in accordance with the School Development Plan.

Policy written: June 2017

Review due: June 2019

Signed: