



History Policy

Our school is a welcoming, Catholic community, with Christ at the centre. Through worship, we come together to listen and speak to God, to spread the Gospel message and to move forward in faith together. As 'Guardians of life and creation'; we work together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all.

We strive for greatness in our learning, we develop our unique talents and each day we take pride in all our efforts and achievements.

Key Personnel

History at St Joseph & St Bede is delivered in class by class teachers.
History Co-ordinator is Miss C Lowe

Aims and objectives

At St Joseph & St Bede RC Primary School aims of history teaching are to enable children:

- To stimulate curiosity about the past.
- To develop research skills needed to access relevant information.
- To increase knowledge and understanding of the history of Britain, Europe and the world.
- To help pupils develop a sense of identity through studying the history of their locality.
- To give opportunities to convey understanding / interpretation of past events in a variety of ways.
- To provide situations which foster independent / co-operative activities.
- To develop independent research skills through enquiry-based learning.
- To develop a sense of chronology.

Teaching and learning style

At St Joseph & St Bede RC Primary School we make history an enjoyable learning experience. We encourage children to participate in a variety of historical experiences by visiting historical sites and museums through which we aim to widen children's knowledge and understanding. Our teaching focuses on developing

- An ability to make comparisons between the past and present.
- The skills of historical enquiry through the use of historical sources.
- An ability to examine and evaluate historical sources.
- Knowledge of chronology of historical events.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story telling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum. Access to other Artefact Loan Boxes from the DTC library and Bury Museum.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games.

Differentiation

We recognise that there are children of widely different historical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks, which are open-ended and can have a variety of responses;
- setting challenging and reasoning tasks for more able children;
- extra support for SEN children where necessary and possible;
- providing support for all children so that they may reach their full potential.

Equal Opportunities

All pupils will have equal access to the History Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils learning about

- different times and cultures eg Mayan culture, Benin.
- the roles of men and women in society.
- opportunities (or lack of) for rich and poor in society.

History curriculum planning

History throughout the school is mainly taught using Focus Education materials which support the new National Curriculum and also ensure coverage. The topics chosen are linked to the theme the particular class is working on for that half term and build upon prior learning.

There are opportunities for children of all abilities to develop their skills and knowledge in each unit.

Planning is uploaded onto dropbox weekly for monitoring.

Foundation Stage

In Foundation Stage, children are assessed against Early Learning Goals (ELGs). History is not taught as a discreet subject. It is covered through work on 'the past', such as 'Toys' and 'Seaside Holidays'. The children are encouraged to link their knowledge and experiences to what these would have been like in the past.

The contribution of history to teaching in other curriculum areas include;

English

English skills are developed through the writing of diary, accounts, story, evaluations, character descriptions.

Mathematics

Mathematical skills are developed through the creation and understanding of timelines. Investigations to find out how long ago events happened, or how long between events.

Information and communication technology (ICT)

ICT skills are developed through the use of various apps such as Skitch (to offer explanations) Chatterpix/Morfobooth (to bring historical characters to life) and through the use of the internet to research. PowerPoint is also used to create presentations after research has taken place.

Science

Scientific skills are developed through the exploration of medical advances and break-throughs throughout the ages.

Art and D&T

Art and DT skills are developed through the creation of art work in an historical style (eg Stone Age Cave drawings) and through the construction of historical buildings in DT. (eg Norman Castles)

PE

PE skills are developed through the teaching of historical games and dances.

Music

Musical skills are developed through listening to historical musical instruments and learning historical songs and dances.

Personal, social and health education (PSHE) and citizenship

PSHE and Citizenship skills are developed through the exploration of how historical characters would have felt and why and also through the exploration of justice/injustice in historical societies. Eg crime and punishment.

Spiritual, moral, social and cultural development (SMSC)

SMSC skills are developed through the investigation and comparison of beliefs in historical societies. Eg Roman and Greek gods and goddesses.

Teaching history to children with special needs

We teach history to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in history takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEN Policy

Organisation

History is taught in alternating half termly blocks. It alternates with geography, although links are made whenever possible, especially when studying local history and geography.

Opportunities for historical visits and experiences.

Wherever possible, historical visits are made or visitors attend school linked with the historical topic which is being covered. For example, Dinosaur Mike, Evacuee experience, Imperial War Museum.

Black History Month is celebrated as a whole school during October.

Remembrance Day is celebrated as a whole school during November.

Assessment and recording

Teachers assess children's work in history during lessons by providing feedback and further work comments to ensure progression. At the end of each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and for completing reports to parents. Target tracker is used to help make these judgements. Target tracker statements are highlighted when each aspect is taught.

Tape recordings, use of a digital camera or a video may also be used to record work completed.

Inservice

Appropriate opportunities for in-service training are found, whenever possible, for the history coordinator and members of staff and then shared at staff meetings.

Resources

There are sufficient resources for all history-teaching units in the school kept in a central cupboard in the KS2 hall. Espresso is widely used for history teaching units.

Resources (and artefacts) can also be sourced from the DTC library. There is a wide variety of both text books and artefacts organised into topic boxes. Bury Museum also provide artefact boxes which are available to hire.

The Role of the Subject Leader

- to lead the development of history in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in history and disseminate relevant information – through membership to the Historical Association. (HA)
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of history resources

Health and Safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.