



History Policy

1. The intent of our History Curriculum at St Mary's:

Our history education at St Mary's aims to ensure that a range of sources are being used across years in school and the depth of use and scrutiny builds as years progress.



2. The aims for implementation of our curriculum for History at St Mary's:

To ensure that all pupils:

- ✓ Have exposure to a wide range of sources and artefacts to understand that historical events impacted this lives of those living at the time and today. And to develop this use of sources to understand different representations of the past.
- ✓ Scrutinise and compare sources to test the reliability of the information we have been presented with.
- ✓ Promote the appropriate use of historical terms so children's historical vocabulary is developed through a tiered approach.
- ✓ Understand the passing a time and continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- ✓ Identify similarities and differences between ways of life in different periods.
- ✓ Ask and answer question and by KS2 address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ✓ Choose and use parts of stories and other sources to show that they know and understand key features of events. By KS2 construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ✓ Cover a range if in depth and overview topics to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

3. Quality of Teaching:

We use a variety of teaching and learning styles in all our learning. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer our learners the opportunity to use a variety of sources (including visual and audio) historical artefacts, and data to provide purposeful opportunities relevant to their age, experiences and prior learning. We build on research and enquiry skills through school so that by UKS2 children are able to research and ask questions more independently. We link history to other areas of the curriculum, such as themed writing pieces in English and historical topics for guided reading. History lessons also enhance other skills for children such as presentation skills, organising their ideas for informative writing and drama or role-play (where it will enhance learning). Trips and historical visits into school should be purposeful and serve to enhance the curriculum for children through "lived experiences".



We recognise the fact that there are children of widely different historical experiences and abilities in all classes, and we 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 tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty working towards a mastery of the curriculum;
- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of

children.

4. Computing Curriculum Planning



The school uses the New National Curriculum as the basis of its curriculum planning. The knowledge and skill content is outlined in our detailed long term plan displayed on our school website for each year group. Our curriculum planning is in three phases (long-term, medium-term and short-term).

Our long-term planning maps the historical knowledge studied in each term during each key stage. The subject leader (Olivia Drury) work with all teachers to devise this plan.

Our medium-term plans give details of each unit of work for each term. Each class

teacher is responsible for writing the medium and short-term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum. We plan the topics in history so that they build on prior learning in a progressive and sequenced way logically from Foundation stage to Year 6. Children of all abilities have the opportunity to develop their skills and knowledge in each unit, through planned progression built into the scheme of work, we offer them increasing challenge as they move up the school.

In Key Stage 1 the children will learn:

- ✓ As outlined in our implementation aims: Use appropriate vocabulary, begin to understand chronology, recognise similarities and differences, asking and answering questions, and use sources to see different representations of the past, and understanding key features of events.
- ✓ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Ourselves and families (Year 1). Miners in Rothwell : Closure of the Mines (Year 2)
- ✓ Events beyond living memory that are significant nationally or globally - Transport : The Invention of the Steam Train (Year 1) The Great Fire of London (Year 2)
- ✓ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - The Life of Queen Victoria (Year 1) Florence Nightingale (Year 2)
- ✓ Significant historical events, people and places in their own locality - Transport : The Invention of the Steam Train (Year 1) Miners in Rothwell : Closure of the Mines (Year 2)

In Key Stage 2 the children will:

- ✓ As outlined in our implementation aims: Develop their chronologically secure knowledge, appropriate use of historical terms, address and devise historically valid questions about change, cause, similarity and difference, and significance, produce informed responses through selection and organisation of relevant historical information, use and scrutinise a range of sources
- ✓ **Changes in Britain from the Stone Age to the Iron Age** Year 4 late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ✓ **The Roman Empire and its impact on Britain** Year 4 British resistance – Boudica
- ✓ **Britain's settlement by Anglo-Saxons and Scots** - Year 6 Anglo-Saxon art and culture
- ✓ **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Year 6 790 -1066
- ✓ **A local history study** : All years
 - a depth study linked to one of the British areas of study listed above (Year 6 – Anglo Saxons in Yorkshire)
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) (Year 4 – Suffrage)

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Year 3 – market town, Year 5 Rothwell Castle , Year 6 Anglo Saxons in Leeds/ Miner in Rothwell)
- ✓ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Year 3/ Year 4 the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Year 3 a significant turning point in British history, for example, the first railways or the Battle of Britain
- ✓ **The achievements of the earliest civilizations** Year 5 an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt, Ancient Greece** Year 3 – a study of Greek life and achievements and their influence on the western world
- ✓ **A non-European society that provides contrasts with British history** Year 5 early Islamic civilization,

5. History in Foundation Stage



We teach History in Reception class as a part of the topic work covered during the year. We relate the historical aspects (chronology, similarities and differences, historical enquiry, knowledge and interpretation, historical terms/ vocabulary) of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the development of each

child's knowledge and understanding of the world through activities such as sharing experiences of family history, local walk to look at the history of Rothwell, ordering events or looking at how things (including ourselves) change over time.

6. History and inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL). These resources are available for all staff to adhere to. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We ensure that all children are provided with the same learning opportunities whatever their background, gender, culture, race, disability or SEND. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing. Resources for children with SEND are made available to support and challenge where appropriate.



Software includes:

- Speaking buttons
- Clickr
- Dictation
- Book maker
- Seesaw - students driven digital portfolios

7. Assessment for learning



Teachers regularly assess progress through observations and children's independent evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each half term. Each pupil's attainment is then record on Target Tracker every half term. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into;

- 1) Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. Evidence can be gathered from books and from Seesaw, students driven digital portfolios.
- 2) Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

8. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the subject leader. This year, this is Olivia Drury. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in history and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually. It involves creation of a plan of implementation with regular review.

This policy will be reviewed at least every two years.