

## HISTORY POLICY

### St Thomas More's Catholic Primary School

#### RATIONALE

History **'fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions'** (p 103 , The National Curriculum). To study History is to study the pattern of change in human societies.

Through the study of History, pupils will develop concepts, attitudes, skills and knowledge which will enable them to make sense of the development of society and of their place in that society. This is in line with the stated aim of our Mission Statement: **'to educate and inspire every child to fulfil their unique giftedness in a loving Catholic community'** and also in accordance with our Teaching and Learning Policy.

#### AIMS

At St Thomas More's our intention is to provide equality of opportunity for all pupils, which will:

- help them understand their lives in the present by exploring the context of the past
- assist in developing their own sense of identity, spirituality, beliefs, values and assumptions
- build a growing understanding of their own humanity by exploring both the great achievements and the great problems of people and societies in the past
- develop their knowledge and understanding of past developments in Britain, Europe and in other countries and cultures enabling them to enjoy and appreciate the richness of the past
- develop the concept of stewardship and global citizenship. This is one of the primary aims of the Knowledge of the World curriculum team of which the teaching and learning of History forms a vital part.

## OBJECTIVES

- To teach the National Curriculum for History through a stimulating and progressive scheme of work
- To develop investigative skills through the provision of a variety of resources: reference books, photographs, maps, videos, DVDs, CD-ROMs, websites, reproduction artefacts, artefacts and oral testimony
- To provide opportunities for the children to gain first-hand experience of living in the past through visits to historical sites and museums, workshop activities, professional theatre/dance workshops, school organised events, interviews with people who have witnessed more recent events at first-hand
- To develop research and reporting skills
- To develop and extend thinking skills through research and interpreting evidence
- To develop links with other curriculum areas-Literacy, Numeracy, ICT, Art, Music and Citizenship and Spiritual, Moral, Social and Cultural development
- To identify opportunities for spiritual reflection
- To reflect on similarities and differences in customs, cultures and traditions now and in the past

All of which should enable the children to:

- place events, people and changes in the periods studied within a chronological framework
- use dates and terms relating to the passing of time
- learn about the characteristic features of particular periods and societies
- describe and identify reasons for, and results of, historical events studied
- appreciate and explain that there may be more than one version of the past
- find out about aspects of the periods studied from a range of sources: artefacts, pictures, photos, music, buildings, sites and people
- ask and answer questions and select and record information relevant to a topic
- recall, select and organise historical information including dates and terms necessary to describe the periods and topics studied

## **MONITORING**

The policy will be monitored in a variety of ways in accordance with the Subject Managers' schedule:

- through the analysis of History Foundation Subject data
- by work sampling
- through pupil interviews
- comparison of pupils' work year by year
- monitoring of medium term planning to ensure coverage and progression

### **Approved:**

Staff Summer 2015

Reviewed by: Curriculum Committee 13<sup>th</sup> July 2015

Next Review Summer 2017

## **GUIDELINES**

### **St Thomas More's Catholic Primary School**

#### **SCHEME OF WORK**

History is taught in all classes throughout the school. In Reception, there is coverage of the relevant History elements of Knowledge and Understanding of the World. In Key Stage 1 and 2 pupils are taught in accordance with the programmes of study for History as set out in The National Curriculum of 2000. The scheme of work is mainly based on the QCA work units, though some units have been modified or adapted to meet the needs of the children in the school.

#### **TIME ALLOCATION**

History and other foundation subjects receive a coverage of 15-20 hours per year in Key Stage 1 and 18-22 hours per year in Key Stage 2.

#### **ASSESSMENT**

In History, the level descriptors indicate progression in the five aspects of knowledge, skills and understanding set out in the programmes of study of The National Curriculum 2000. These are: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation, historical enquiry and organisation and communication. Assessment is made against key objectives for each unit of work and an annual report on pupils' progress is sent to parents. Additionally, writing in History is linked to the writing outcomes in Literacy, when appropriate.

#### **MARKING**

In accordance with our Marking Policy, at least one piece of work per unit will be thoroughly marked and assessed and will include teachers' comments on attainment and future improvements.

#### **SEN/ABLE CHILD**

- differentiated tasks will be set in History, in keeping with school policy, to provide for the needs of SEN pupils and able pupils
- adult support will also be given when appropriate
- differentiated learning outcomes given at the end of each QCA unit of work will be used to match tasks to pupils' ability.

#### **SAFETY**

All aspects of the Health and Safety Policy and Off-Site Activities' Policy must be adhered to with regards to the teaching and learning of History at St Thomas More's, particularly when school trips take place off-site.