



## **St. Bernadette's Catholic Primary Voluntary Academy**

### **History Policy**

**October 2021**

#### **1. Overview**

In accordance with the academy's philosophy, we aim to encourage all pupils to strive for excellence in History by supporting them in maintaining a positive attitude towards their learning. At St Bernadette's, we believe that learning encompasses taking delight in discovery; something that falls at the heart of our History curriculum. Children gain a coherent understanding of our world through developing a spirit of enquiry that helps them to learn more about the past. Historians incorporate key skills of critical thinking, analysing evidence and developing perspectives to gain a more detailed knowledge of the world. Incorporating these skills into our curriculum means that children can immerse themselves into a world of history and gain perspective on what true historians can achieve. History is a subject that promotes the process of change, appreciates different societies and helps children understand their own identity in the world. Being open-minded, encouraging diversity and developing a curious nature are all attitudes we promote and celebrate for learning History at our school.

#### **2. Main Educational Aims and Intent**

At St Bernadette's, we strive to inspire all pupils with a positive attitude towards History and help them aim for excellence in all history lessons. Our open-ended approach to historical enquiry means children of all abilities have the opportunity to aim high in History. This begins with our role as educators, where we utilise lessons to help pupils understand chronology, extend their critical thinking skills, study a range of sources and build upon previously learnt knowledge in order to help them reflect on their immediate past and the wider world. We aim to set our pupils on the path to life-long learning by igniting their imagination and inspiring their pursuit of knowledge through their understanding of local and world history and how it affects their modern lives. This is achieved through considering the scaffolding, modelling and appropriate prompts in lessons that will help them reach full potential of given objectives.

History lessons thread into carefully sequenced topic lessons that tie around a theme. Our curriculum has been designed so that there is clear progression of knowledge, skills and understanding between foundation subjects; all leading to helping children answer the 'key question' which is set out as a hook in each termly theme. We aim to motivate children through the 'unknown' and help ignite that curiosity of learning by creating history lessons that are explorative and enquiry based. Prior to the child's termly learning journey, a variety of key knowledge is

arranged -and tied in with other foundation subjects- to be presented in the form of a knowledge organiser. This is introduced to pupils at the start of each topic to help children organise facts, learn appropriate vocabulary and build upon knowledge throughout the term.

In line with the National Curriculum aims, children at St Bernadette's will:

- Know and understand significant aspects of the history of the wider world by learning about ancient civilisations; the expansion and dissolution of empires and the characteristic features of past non-European societies.
- Understand and implement historical terms such as "empire", "civilisation", "parliament" and "peasantry".
- Understand methods of historical enquiry, including how evidence is used to make historical claims. This will be used to understand how contrasting arguments and interpretations of the past have been constructed.
- Place newly acquired historical knowledge in different contexts, showing a clear understanding of the connections between local, regional, national and international history as well as the connections between short and long-term timescales.

### **3. Approaches to Teaching**

#### **Curriculum Organisation**

The children's History lessons are incorporated into their topic lessons, which occur for two hours every week. These lessons are taught around the theme of the current topic; for instance Worlds of Wonder (which has a Space theme). Along with Science, Geography, Art and DT the history lessons are tied into a sequence that aims to help the objectives of these subjects flow into one another around a theme. This supports the children in building upon knowledge for cross-curricular learning. History is also experienced outside the History lesson, in school trips, after school clubs and other opportunities for cross-curricular development in lessons such as ICT, R.E or English (as well as other lessons in the curriculum).

#### **Early Years**

In Early Years, children are provided with continuous provision that helps them gather information and satisfy their curiosity. Children's understanding of the world is built upon by experiencing learning that helps them to conceptualise their immediate past and put their own lives into the context of past and present. Opportunities to explore roles in society, identify differences between 'now and then' and learn more in appropriate books helps them understand and expand their knowledge of our world. These opportunities can be met through independent explorative play and adult led activities to help guide their learning.

#### **Key Stage One and Two**

These children are taught in their classes and, within these, children are grouped in ways most beneficial to their immediate learning needs. Grouping is fluid and changes with the needs of the child and objectives (EG: a more objective LO will lean more towards their maths ability for that lesson). Differentiation is used in History lessons to support all children in accessing learning to make relevant progress. Pupils who attain highly are stretched in order to develop the application of their historical knowledge and their skills, whilst lower attaining children have their work scaffolded or are provided with resources to support them.

#### **Organisation of Teaching and Learning**

##### **Environment**

The learning environment is used to support the pupils within their History lessons. A Topic display is evident in each classroom to assist the topic the pupils are working on at the time. Work is displayed on the Academy's History display, which identifies how the curriculum is being covered throughout the different key stages. The Academy Library contains a range of age appropriate books to support the children throughout their learning.

### **Planning**

- History is incorporated into the Topic planning, which consists of two hourly sessions per week.
- Long and medium term plans are taken from the National Curriculum for History to ensure full coverage.
- The Academy's agreed format for planning for Topic is followed by all teachers to ensure continuity and progression.
- Short term planning for History (Topic) is undertaken by all class teachers, using the agreed format.
- Essential elements for all short term Topic planning are: objective, activity, differentiation and assessment incorporating the success criteria/learning outcome.
- Success criterias are specific for each lesson. Teachers assess against the objectives with marking is linked to the success criteria.
- Planning and assessment is monitored by the History Leader and members of the Senior Leadership Team. Cross-curricular links are exploited wherever possible.
- ICT and interactive resources are used where they will enhance learning in relation to the objective set.

### **Inclusion**

The Academy aims to make all pupils feel included. We recognise the entitlement of all Pupils to a balanced and broad curriculum.

- All History planning and teaching should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress.
- All History (Topic) sessions should take into account the particular requirements for children on the SEND register, as outlined in their IEPs and in accordance with the academy SEND Policy document.
- Those entitled to pupil premium are given additional History support and this is effectively monitored.
- Pupils with EAL are given additional support in all aspects of History.
- The Gifted and Talented children receive a differentiated curriculum that provides appropriate challenges to enhance learning.
- The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the History curriculum for all groups.
- Opportunities via the National Framework should be taken to encourage positive attitudes towards our multi-cultural and multi-ethnic society.

### **SEND provision in History:**

In ensuring that all children have access to their full educational entitlement, children with SEND are included in all aspects of the History lesson through differentiated work and IEP targets \*  
When appropriate, additional adult support will be given.

*\*IEP targets may not directly reference History, although will work towards targets connected with English or everyday techniques necessary to a pupils development in History.*

### **EAL provision in History:**

For children who have English as an additional language, we seek support and help from the relevant outside agencies so that the pupils can access the curriculum. The Academy has the

support of a TA dedicated to guiding children with EAL and so the pupils are always able to access the History curriculum.

## **Resources**

The academy recognises that the most valuable classroom resource is the class teacher. The work of other adults, including TAs who work in a range of support programmes should be carefully planned by the teacher, in consultation with those adults.

## **Training (CPD)**

Staff are encouraged to take full advantage of History training opportunities. This can be through either independent choice or through whole school Staff training as and when required. Through this, staff are encouraged to develop their confidence and update their expertise through academy, local or national training events. Staff questionnaires are done, at least annually, to help identify specific areas of CPD in line with the school achieving their intent for History.

## **4. Roles and Responsibilities**

The History Leader's role will include the following responsibilities:

- To ensure that the History policy document reflects the requirements of the National Curriculum and the needs and ethos of the Academy.
- To review and update the History policy document every two years.
- To provide leadership and guidance in the area of History, and to support staff as required.
- To be actively involved in whole-school planning, in cooperation with other subject leaders, in order to maintain a broad, balanced and differentiated curriculum.
- To monitor, review and update medium-term planning for History.
- To monitor and evaluate short term planning for History (IPC) and evaluate this against the requirements of the National Curriculum for History.
- To monitor and evaluate teaching delivery against the requirements of the National Curriculum for History.
- To oversee summative school assessments in History, in accordance with Assessment Policy guidelines.
- To monitor pupils' outcomes (at least termly).
- To lead staff meetings and training sessions on issues related to the implementation of the History curriculum where necessary.
- To attend relevant training and subject leader meetings to update knowledge, and to disseminate advice and current information in the subject to staff.
- To undertake an audit/evaluation and action plan on an annual basis.
- To maintain, evaluate and assess the resource base for History teaching, including the identification of future resource needs.
- To promote parental and governor interest in English; To liaise with other schools and agencies to share ideas and resources.

The class teacher's role is crucial in the provision of high quality teaching and learning in History. The Academy supports all teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils.
- Show good subject knowledge.
- Are competent in using historical terminology and teaching them to all pupils.
- Plan effectively, setting clear objectives which pupils understand.
- Challenge and inspire pupils, having high expectations of them.
- Use a variety of methods which enable all pupils to learn effectively.
- Manage pupils well and insist on high standards of behaviour.
- Use time, support staff, other adults and resources, including ICT, effectively.

- Assess pupils' work thoroughly and use assessments to help and encourage pupils to make progress.

Pupils are encouraged to take on the role of 'historians' during their learning. The academy supports pupils, so that they:

- Acquire new knowledge and skills, linked to targets.
- Build upon prior learning and take direction with where their learning is headed.
- Develop ideas and become increasingly curious about what they are learning.
- Increase their understanding.
- Apply intellectual and creative effort in their work.
- Are productive and work at a good pace.
- Work collaboratively.
- Show interest and pride in their work.
- Are able to sustain concentration.
- Think and learn for themselves in independent sessions.
- Demonstrate their understanding of what they are doing, how well they have done and how they can improve.

## **5. Assessment and Reporting**

### **Assessment**

The academy uses O-Track (pupil tracking) and Class Track as part of its assessment procedure. Marking in History is in accordance with the academy marking policy. All History assessments are made in accordance with Assessment Policy guidelines. Attainment and progress are reviewed at the end of each term by the History Leader and members of the Senior Leadership team where necessary. Use is made of any national and LA assessment criteria.

### **Reporting**

Reporting to parents of attainment and progress in Topic (which includes History) will be in accordance with Governments Legislation and the Academy's Assessment, Recording and Reporting policy. The class teacher keeps a record of Pupil's achievement in History via O-Track and this is monitored termly by the History Leader. Children are made aware of their targets across the curriculum and work hard to achieve them.

## **6. Parental Involvement**

Parents are welcomed when volunteering to help in class or for trips and special events. They are also encouraged to support and show interest in any history based homework or holiday projects that the children are asked to complete.

## **7. Monitoring and Evaluation**

- Monitoring and evaluation of History-related planning, teaching delivery and assessment will be undertaken by the History Leader termly. Work scrutinies are completed once a year, in the spring term.
- The subject leader identifies key priorities and produces a yearly action plan which feeds into the curriculum/teaching and learning areas of the Academy Development Plan. Governors are kept aware and informed of developments, progress and changes within the subject.

## **Supporting documents**

The following school policy documents should be consulted to support the History policy:

- Assessment, Recording and Reporting Policy
- Marking Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Continuing Professional Development Policy
- ICT Policy

### **Policy Review**

The History policy should be reviewed and updated every two years. This will be carried out during the half term when history is the focus subject in the subject review cycle.

Year of next review: 2023

Approved by governors: March 2022