

HOLY FAMILY CATHOLIC PRIMARY SCHOOL HISTORY POLICY

Aims

History at Holy Family Catholic Primary school aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

In FOUNDATION STAGE:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

In KEY STAGE 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

In KEY STAGE 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

History in the Curriculum

As Holy Family is a one and half form entry school, a two-year cycle curriculum map has been devised in order to provide a framework for the History. The National Curriculum and the scheme 'Voyagers' provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time.

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Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events. A timeline, which shows the duration of time periods, will be on display in each classroom.

Teaching and Learning

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 resources for each Topic for each area of the History curriculum.
- Fieldwork, visitors and visits to museums and sites of historic interest.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. On each planning sheet there are details about what children who are working at the expected level for their age range will achieve.

Assessments are recorded in line with school policy.

Monitoring of History teaching is carried out through lesson observations and book trawls. These will both focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the History lead to gain an insight into History teaching across the school and will help us identify areas of strength, which can then be shared.

Roles and responsibilities

It is the role of the History co-ordinator, under the guidance of the Head teacher:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery of the new curriculum.

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- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources and draw up a budget.

Review This policy will be reviewed September 2018