



St. Anne (Stanley) C of E School

History Policy

A Baseline for Achieving Excellence in History

July 2019



St. Anne (Stanley) C of E School

HISTORY POLICY

1.)Intent

Curriculum Vision:

St. Anne (Stanley) is a school where we believe history is central to a child's social and moral development. Through studying and nurturing an interest in the past we aim to develop a child's sense of being, community belonging and cultural understanding based on their historical heritage.

Through teaching a range of wide and deep studies of past societies local, national and international conflicts, why they have changed and how events in the past have influenced our lives today, children learn to value their own and other people's cultures in modern multicultural Britain and the wider world.

In St. Anne (Stanley) History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society and how modern British values are underpinned through History .

In learning about and investigating the past, children will develop their skills of enquiry, analysis, interpretation and evaluation, learning to question the historical value of the sources used.

The implementation of this policy is the responsibility of all teaching staff.

Aims Of Subject:

The aims of History at St. Anne (Stanley) are:

To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;

To enable children to know about significant events and people in British History and to appreciate how things have changed over time;

To develop a sense of chronology;

To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;

To consider social, political and economic factors and how these affected the lives of people within Old Swan, Liverpool and wider British society;

To understand how Britain is part of a wider European culture and to study some aspects of European and World history;

To have some knowledge and understanding of historical development in the wider world;

To help children understand society and their place within it, so that they develop a sense of their cultural heritage;

To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
To gain a breadth of study and historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term time scales.

School values:

Our school values are Honesty, Friendship, Understanding, Hope, Confidence and Family. These values underpin our ethos and are embedded across the curriculum. Honesty is reinforced through investigating people of the past and understanding the motives behind their actions. Friendship is promoted through learning about relationships between other countries. Understanding is highlighted by children gaining and **understanding** of the past, present and the future, how and why world events happened and the consequences they have had on the modern world. Hope is embedded through looking at the resolutions of past conflicts and how harmony and peace can be created. Confidence is encouraged through investigating leaders of the past and how confidence in their own actions and beliefs had major impact on changing the world. The final value of Family is fostered through learning about Royal families and studying their own family backgrounds.

Cultural capital:

In each key stage we give children the opportunity to visit sites of historical significance such as the Roman ruins in Chester or Victorian buildings at Croxteth Hall. We also invite special historical groups to share their knowledge with the children either through role play or presentations. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.

Planning and sequencing:

Each unit being planned should include opportunities for children to investigate, handle artefacts, examine pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history.

In all classes there are children of differing ability. This fact is recognised and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Providing a range of challenges through the provision of different resources;
- Grouping children by ability and setting different tasks for each group;
- Using additional adults to support the work of individual children or small groups;
- Providing support where individual children have particular gifts or talents.

Curriculum Planning

Early Years Foundation Stage

History in the Early Years Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are

encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time.

Key Stages 1 and 2

In Key Stages 1 and 2, history is taught discretely with links made to other subjects where appropriate to maximise children's learning. It is delivered in three half term blocks during each year, with an additional whole school theme week once per year.

The History Leader provides long term planning to each class teacher. The teacher produces medium and short term planning, using both the 'National Curriculum' and the 'Voyagers' scheme as a basis and supplementing them with quality resources provided by the Historical Society. The Medium term plans identify learning objectives and outcomes for each unit and are monitored by the History Leader to ensure planning for progression.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, further develop the appropriate use of historical terms and their understanding of historical concepts. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection

and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study – What was important to our local Victorians?
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Has childhood changed over time?
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the Ancient Egyptians
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.

Curriculum map: See Appendix

Schematic links:

History contributes to many areas of the curriculum at St. Anne (Stanley) but links particularly well with:

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Reading skills are developed through use of a wide range of reading materials including primary and secondary sources and resource materials. For example, in Key Stage 2 we use the books to enhance the children's knowledge and understanding of life in Victorian Britain. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their historical literacy by composing a wide range of responses including, reports and letters.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing an understanding of chronology and learn to interpret information presented in graphical or diagrammatic form when for example they study the impact of the plague by analysing population statistics.

Computing

We use ICT in history teaching where appropriate. Children use ICT and other software in history to enhance their skills in data handling, researching information and presenting their work in written and other formats such as film. Children have the opportunity to use digital cameras to record and to use photographic images to aid the making of films.

2. IMPLEMENTATION

At St. Anne (Stanley) History will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2013) and Early Years Foundation Stage.

High quality teaching and learning:

The teaching and learning of history at St Anne's should be both stimulating and motivating, enabling children to think like historians. Pupils should enjoy developing their knowledge and skills and begin to perceive the world as an interesting place. Teaching should involve encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

We place an emphasis on examining historical artefacts and primary sources such as street maps, census records and directories. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

Opportunities to develop subject specific literacy – oracy and vocabulary:

At St Anne (Stanley) CE School we provide a rich and varied environment that supports children's language learning through History and beyond. We ensure that subject specific vocabulary is displayed in the classroom and word mats are provided to support children to work independently. We encourage the children to explore and apply the knowledge and skills to which they have been introduced through the activities. We encourage adults and children to listen and speak to each other which helps them to use more relevant, language. As a staff we model good listening which includes making eye contact with speakers, asking questions and commenting on what has been said.

We give children ample opportunities to extend their spoken communication. All staff provide good models of spoken English to help the children enlarge their vocabulary and learn how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue.

Progress – knowing more and remembering more:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.

- Provision of real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Encouragement of children to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method rather than giving gifted pupils additional writing tasks.
- Provision of opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

At St. Anne (Stanley) the purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The History Leader and the Senior Leadership Team will monitor the quality of teaching and learning throughout the school as part of the whole school monitoring cycle.

Assessment:

Assessment is an integral part of teaching and learning in St. Anne (Stanley). Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained by the class teacher to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

- a. Teachers assess children's work in history by making informal judgements through observation of the children's work against the learning objectives for the series of lessons. On completion of a piece of work, the teacher marks each child's work and provides comments as necessary.
- b. At the end of each unit of work, the teacher makes a judgement about each child's work in relation to the National Curriculum Programme of Study and the objectives set. This will be recorded as **working towards** the objectives set, **meeting** expectations or **exceeding** to inform an annual assessment of progress for each child, as part of the annual report to parents. During the Foundation Stage children will be assessed as part of Understanding the World against the development matters statements and early learning goals.
- c. A copy of this record is kept in the class assessment file and a copy is given to the History Leader. Each teacher passes this information on to the next teacher at the end of each year.
- d. Children are asked to self-assess their prior learning and knowledge before they begin each unit. At the end of a unit, children undertake a review of their work that focuses upon an evaluation and overview of the various tasks undertaken.
- e. Children's work will be recorded in their books and photographs will also be taken.
- f. Reporting to parents takes place through parent/teacher consultations three times a year and through annual written reports.

Learning environment:

In St. Anne (Stanley) we pride ourselves on our sense of community and make every effort to open our doors to share our learning with other members of the St. Anne (Stanley) family.

Where appropriate opportunities are often planned into the end of a topic for children to share their knowledge. This is done in many ways through either displays in classrooms, corridors or other shared areas, dramatic performances where parents and families are invited into school to watch the children, or by podcasts via the school website.

A pictorial time line should be displayed in each classroom and a history 'working wall' utilised where appropriate to support the learning process.

Year group specific resources are kept in each classroom, however most resources are centrally stored, largely in historically themed boxes. All staff may access them, but they are responsible for their prompt and orderly return. Any breakages and/or resources that need replenishing should be reported to the History Leader immediately.

The school's resource base contains high quality artefacts as well as recently published materials. The new resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs, DVDs and computer software. There is also a large illustrated time line on the main ground floor corridor which can be used by all staff and children.

A full inventory of resources is held by the History Leader. Resources are audited each year by teaching staff. The History Leader provides a list of recommended new resources to each class teacher from which they can request those that will complement the resources already held.

Reading:

The ability to read is embedded throughout the curriculum at St Anne (Stanley) and the children are given many opportunities to develop their understanding through a rich and diverse programme of learning. Children are taught to read from an early age and they are given the opportunity to develop their reading skills in all subject areas including History.

Inclusion:

St. Anne's is committed to:

- Opposing all forms of discrimination – individual and institutional, direct and indirect;
- Challenging all forms of discrimination about different groups in society;
- Translating good equal opportunities principles into all our policies and practice;
- The need to allow pupils to be able to work in their preferred learning styles for some of the time;
- Using materials for teaching which avoid stereo-typing, and bias, towards different groups in society;
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

At St. Anne (Stanley) we teach history to all children, whatever their ability. History forms part of the school curriculum to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils including:

- The use of appropriate vocabulary at varying levels of difficulty during lessons;
- Modified text passages as expected in other curriculum areas;
- Different levels of written or oral questions for pupils investigating photographic or other visual material;
- Careful use of support for pupils with English as an additional language.

EAL:

At St Anne (Stanley) CE School we ensure that the teaching and learning of History is accessible for all pupils including those with EAL. This is done either through whole class teaching, small group interventions or 1-1 interventions. We provide a supportive, inclusive learning environment that includes structured lessons to engage the children; active and engaging tasks which encourage all pupils to participate; teaching and learning strategies that are oral and interactive; support from other adults in the classroom to ensure the learning opportunities are maximised; subject-specific language skills are made explicit and demonstrated by the teacher and opportunities for oral rehearsal in pairs and in small groups are planned for.

SMSC/British Values:

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Enrichment:

Enrichment opportunities to enhance learning in history are wide ranging and should be planned including learning visits and visitors to school. The school is well situated and resourced to access many places of interest and possible activities are identified in the Long Term Plan. Learning visits should be selected for their relevance to the area being explored and might include museums and historical places of interest. In-school activities include workshops and speakers/visitors.

There are also planned whole school enrichment events such as the recent centenary celebrations to which all members of staff will contribute.

Homework:

Homework is not set specifically for History every week. It is given to children where and when necessary and always relates to the topic that the children have been learning.

3. Impact: what will our children look like?

Resilient, inquisitive, confident, ambitious, challenged, empathetic, compassionate, respectful, reflective, thriving, articulate, knowledgeable.

Name Miss A Prior
Subject Coordinator

This policy will be reviewed every two years.

Approved: June 2019
Review Date: June 2021