



Working in partnership with The Saint Ralph Sherwin Multi Academy Trust

## The Priory Catholic Voluntary Academy

### History Policy

#### Introduction

At The Priory Catholic Voluntary Academy, we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people's actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils' attitudes to the present and the future. It also helps pupils gain a sense of their own identity within a social, political, cultural and economic background. The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every pupil so that they know more, remember more and understand more.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (NC 2019)

#### Aims

At The Priory Voluntary Catholic Academy, in conjunction with the aims of the National Curriculum, our History teaching offers opportunities for pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain 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 timescales.

## Curriculum Guidelines

- In the Foundation Stage, history is taught through the objectives outlined in the Early Learning Goals (ELGs) which underpin curriculum planning. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives.
- In Key Stage One and Two, History is taught through a thematic approach over the three terms.
- Pupils will be involved in learning and understanding key elements to use and apply to their areas of study as set out in the NC document and planned in the School Curriculum Map. Through careful planning a broad, balanced, challenging and purposeful History curriculum is ensured for all pupils.
- The curriculum map for History is planned and reviewed on a yearly basis to ensure that the necessary knowledge, skills and understanding are taught in line with the New National Curriculum (2014), providing continuity and progression throughout school with pupils building on previous knowledge and skills.
- Our History Progression Ladders (for Historical Interpretation, developing Chronological Understanding and Historical Enquiry and Key Historical Knowledge) show how the knowledge, concepts, skills and understanding are broken down into year groups and terms to provide continuity and progression throughout the school.
- Our History Knowledge Organisers make it clear to the pupils what key knowledge and skills they will be learning in a history topic and how this learning will build upon their prior learning (knowledge, skills and understanding). Knowledge Organisers include key vocabulary and definitions that pupils will be taught throughout the topic for them to refer to during lessons.
- Pupils will be given an opportunity to use a range of sources of information including, stories, artefacts, pictures, photographs, music, written sources, NC document, visits to sites, personal accounts, video clips and the internet.
- We recognise and value the importance of Enrichment activities in the teaching of History to extend, challenge, stimulate interest and excitement, such as theatre visits, workshops and external trips.
- History will not solely be concerned with learning historical facts but also with developing skills of Historical Interpretation, Chronological Understanding and Historical Enquiry. We focus on helping pupils 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.
- History will be presented in a variety of ways to meet the needs of every pupil irrespective of age, gender, ability or race.
- Pupils record their work in a variety of ways including writing, illustrations, photographs, role-play, timelines, maps, diagrams etc.
- History will be supported by making cross-curricular links with other subjects providing pupils with the opportunity to apply and develop their key skills in Literacy, Numeracy, ICT and their personal and social skills through their learning.
- History displays in classrooms will stimulate enquiry, celebrate and share key learning.
- A range of teaching and learning strategies appropriate to the learning objectives and age and ability of the pupils, are employed. Strategies include, whole class teaching, group work, pairs, individual work, discussion, demonstration, enquiry, observation, research and questioning. Differentiation is used to cater for the range of abilities within the class. This may take the form of differentiation in activity, resources, outcome, intervention, support, questioning or provision of tasks set.

- Marking of history is in line with the school marking and feedback policy. Pupils should be set targets in line with the learning challenge.

### **Assessment of History**

Assessment is integral to effective learning in history as it enables teachers and pupils themselves to think about what they know, understand and can do in history, and how to move that learning forward.

Assessment and Reporting Assessment is an important part of History teaching and takes the following forms:

- Teacher Assessment – This is ongoing and an informal part of every lesson to check pupils' understanding and give information to help the teacher to adjust planning and is based on questioning, observation of work and approach adopted and outcome of tasks set.
- End of Topic Assessment – This takes place at the end of each unit of work. It assesses the skills and concepts covered in the unit and also act as a tool for consolidation. Focus Education Key Assessment Criteria for History is used to create the assessment statements for each history topic taught. Assessment grids (knowledge and understanding) for each history unit, identifying pupils who are emerging, met or embedded/exceeding, will be undertaken.
- Progress is measured against the learning challenges set and recorded in the class books. This information is used to inform the annual report to parents.
- Self-assessment – This is a tool whereby the child can assess their success in carrying out a task and set themselves targets for improvement/development.
- Long term – take place at the end of the academic year to assess and review pupils progress and attainment. Accurate information is the shared with parents in relation to their child's attainment against key objectives.

### **Monitoring of History**

History is monitored in the following ways:

- The co-ordinator monitors planning, checking for coverage progression and differentiation.
- The co-ordinator samples work and gives feedback to colleagues.
- The whole staff, together with the History Co-ordinator, sample work in book trawls in line with the school cycle.
- Learning walks take place to monitor the teaching and learning in history.
- The coordinator talks to pupils in all year groups about their History topics. (Pupil Voice)
- The coordinator is allocated non-contact time termly to carry out their responsibilities.

Monitoring and development of history will be the responsibility of the whole staff body, supported by the history coordinator and SLT.

Reviewed – Autumn 2020

Next Review: Autumn 2021