**History Policy**

This policy outlines the teaching, organisation and management of history taught and learnt at St. Brendan’s Catholic Primary School.

The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility of monitoring and reviewing rests with the history subject leader.

The main purposes of this policy are:

* To establish an entitlement for all pupils
* To establish expectations for teachers of this subject
* To promote continuity and coherence across the school.

1. Aims and Objectives:

1.1 At St. Brendan’s Catholic Primary School, we want to enable our pupils to develop the skills and knowledge required to become curious historians. We want to teach our pupils as sense of chronology, and develop a sense of identity. Pupils should develop as cultural understanding based on their historical heritage, this will result in pupils valuing their own culture and the cultures of others. By considering how people lived in the past, pupils will be better able to make life choices today. We teach pupils to understand how events in the past have influenced our lives today; as well as teaching them to investigate these past events, developing skills of enquiry, analysis, interpretation and problem-solving.

1.2 The objectives of teaching history in our school are:

* To arouse **curiosity**
* To develop knowledge and understanding of how people lived in the past and how those times were **different** to today
* To enable pupils to know about significant individuals and events in British history, and appreciate how things have **changed** over time
* To develop a sense of **chronology**
* To encourage thinking about **cause and effect**, and how the past influences the present
* To experience a range of **representations** of the past
* To **communicate** historical knowledge in a variety of forms
* To have some knowledge and understanding of historical **development in the wider world**
* To understand **society, citizenship and cultural heritage**
* To develop **skills** of enquiry, investigation, analysis, evaluation and presentation.

1. Planning:

2.1 Whilst we are mindful of the requirements of the National Curriculum, we have enhanced our curriculum to ensure that history skills are developed in a variety of ways for long-term sustained use. We also look at making purposeful links with local context, building on historical understanding. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each line of enquiry and we plan progression into our schemes of work, so that pupils are increasingly challenged as they move through the school.

2.2 We carry out curriculum planning in history for the long-term (2-year), medium-term (termly) and short term (weekly or daily). The long-term 2-year plans maps the history across the school and for each Key Stage. The plans have been carefully mapped out to ensure that there is a broad balance between the humanities and arts subject areas.

2.3 The class teacher writes lesson plans for their own class. These plans have an assessment focus, which is a skill linked to the driver of the lesson. History could be the driver or the enhancer for the lesson.

2.4 Staff are encouraged to develop curricular links with other areas of learning and be creative with approaching historical understanding. English, for example, lends itself very well to making meaningful links. Pupils can use their knowledge of texts and genres to support their historical knowledge. Links can also be readily made with maths (including sequencing and learning about number systems from the past), PSHE (through discussing moral issues) and computing (presenting learning and researching).

2.5 Planning sets high expectations and there should be no ceiling to pupils’ opportunities. Pupils are scaffolded when appropriate and questioning is planned to extend pupils’ understanding.

1. Teaching:

3.1 History teaching focuses on enabling pupils to think and talk like historians. Using visual stimulus of artefacts and primary sources and give pupils the opportunity to visit sites of historical significance. We also utilise visitors to the school to talk about experiences of events in the past.

3.2 We value the importance of stories in history teaching and we regard this as a way of stimulating an interest in the past. We focus on understanding interpretation of historical events and ask searching questions, like ‘how do we know?’

3.3 We place emphasis on the development of the skills and historical perspective, alongside the factual knowledge. We use a variety of teaching approaches, including:

* Teacher presentations and use of video extracts
* Role play, drama and story telling
* Question and answer sessions
* Discussions and debates
* Investigating sources of evidence and artefacts
* Fieldwork – visits to museums and sites of interest
* Guest speakers
* Independent research

3.4 We ensure all of our classrooms and outdoor areas are environments that support, enable and promote talk, with all pupils having a secure understanding of the importance of talk to support their achievements. Talk tally charts are used to encourage correct use of vocabulary in speaking or written tasks.

1. Curriculum Content:

4.1 In the Early Years Foundation Stage, pupils talk about similarities and difference between the past and now. They use stories to help them understand the past for characters. The begin to look at their role within our society. They also begin to see sequencing of events and numbers in their Mathematical understanding. They develop their vocabulary and communication skills and look at changes over time (e.g. plants growing or ice melting).

4.2 In Key Stage One, pupils focus on significant people and events, both within living memory (approximately 100 years) and beyond living memory. They should make links between local history and British history. Teaching is planned to build on skills taught previously. These skills include investigating and interpreting evidence. The people studied should reflect our diverse society. Meaningful links are made with local history where possible.

4.3 In Key Stage Two, skills developed in KS1 are built upon and pupils are enabled to communicate their knowledge fluently, with a mastery of knowledge. They learn about specific eras (Stone Age to Iron Age; The Roman Empire in Britain; Settlement in Britain by Anglo-Saxons; The Power Struggle of Anglo-Saxons and Vikings; British Monarchy since 1066; Early Civilisation of Ancient Egypt; Ancient Greece; The Non-European Society of The Mayan Civilisation). Through the regular referral to visual timelines and embedding of connections in Historical learning, pupils will develop a secure understanding of chronology.

1. Resources:

Resources are sourced as necessary for each line of enquiry. The library contains a good supply of non-fiction books linked to the era and themes taught. IPads, laptops and Chromebooks are available to support pupils research. Information about artefacts and primary sources can be found using the school’s subscription to The Historical Association.

1. Role and Responsibility of the Subject Leader:

It is the responsibility of the subject leader:

* To develop, implement and review an action plan for history
* To monitor history teaching and learning throughout the school
* To encourage staff to provide effective learning opportunities for all pupils
* To develop valid activities, appropriate for pupils at different stages of development, which enable pupils to progress in the subject
* To support staff in CDP
* To be informed about current developments in the subject and providing strategic lead and direction for the subject in the school.

1. Monitoring, assessing and Reviewing:

7.1 Pupils will be assessed using the objectives set out in the skills progression document in the following areas:

* Investigate and interpret the past
* Build an overview of world history
* Understand chronology
* Communicate historically

7.2 Pupils’ assessments will be tracked using the school tracking system. This should be regularly updated and will be used by the subject lead to monitor outcomes.

7.3 Pupils demonstrate their ability in history in a variety of different ways. Teachers will assess pupils’ work, making informal judgements during lessons on live feedback forms. This information will be used to plan for future learning. Feedback is shared with pupils to help guide their progress. Pupil’s are also encouraged to assess their own work using the school system of green for good and pink for think, helping them make judgements about how they can move their own learning forward.

7.4 Pupils highlight in blue their ‘sticky knowledge’ to enable them to improve their long-term memory of historical knowledge retrieval. These facts are assessed regularly through ‘Pink Papers’ (a chance for performance mode). Knowledge retrieval exercises throughout the school day also supports this long-term memory development.

7.5 Time in staff meetings will be regularly dedicated to history subject discussion and reviews of practice will be shared with staff during this time.