**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



History Policy

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

**Policy Statement**

At St. Julie we greatly value the importance of History learning and as stated in the National Curriculum, we believe that:

*“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.”*

(National Curriculum for England 2014)

**Aims**

The national curriculum for History aims to ensure that all pupils:

* 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.

(The National Curriculum in England Framework Document (DfE) 2014)

**Rationale**

This policy details the provision we make for the learning and teaching of History at our school and in particular:

* The value the school attaches to the learning and teaching of History and working historically as an entitlement for all our pupils;
* To provide a framework and terms of reference for all staff engaged in facilitating the learning and teaching of History with our pupils and in particular to ensure consistency of standards across the school;
* How the curriculum is organised to ensure breadth, balance, continuity and progression in subject outcomes;
* How the curriculum is organised, monitored and evaluated on a regular and ongoing basis;
* To clarify that the implementation of this policy is the responsibility of all staff engaged in the learning and teaching of History.

**Organisation and Planning**

Early Years Foundation Stage (EYFS)

Within the EYFS History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to “talk about past and present events in their own lives and in the lives of family members”. In addition pupils “learn about similarities and differences” in relation to “objects” and “talk about changes” they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity. For example:

* Recall, retell and sequence stories – *chronology, cause and consequence, evidence;*
* Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – *perspective; significance, similarity and difference;*
* Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - *chronology, similarity and difference, historical narrative*;
* Identifying and comparing features of artefacts from the past and present – *continuity and change/change and progress, evidence, significance*;
* Sequence familiar objects and events in their own lives/family – *chronology, significance*.

Years 1 – 6

* In Key Stage 1 and 2 each year group undertakes three half termly enquiries in History and these are outlined in the Long Term History Plan. Each of these enquiries is informed by a Medium Term Planwhich details the objectives, vocabulary, learning and teaching activities. This medium term plan informs teacher planning on a session by session basis throughout each half term.

**Progression Early Years Foundation Stage (EYFS)–Year 6**

At our school an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school.

As pupils progress as historians this involves developing historical perspective through:

* Wider, more detailed and chronically secure knowledge;
* More focused and precise methods of enquiry and communication of understanding;
* A deeper understanding of more complex historical issues and concepts;
* Pursuing historical valid questions to achieve the following subject outcomes: (See progression in History document)

EYFS and Key Stage 1

Whilst we recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the EYFS and at Key Stage 1 our expectations enable pupils to establish and begin to apply the principles of working as an historian and in particular to:

* Use everyday language related to time;
* Order and sequence events;
* Describe main story settings, events and principal characters;
* Talk about past and present events in their own lives and in the lives of family members;
* Develop an awareness of the past;
* Use common words and phrases relating to the passing of time;
* Fit the people and events they have studied into a simple chronological timeline;
* Use basic subject vocabulary in their oral and written narratives;
* Ask and answer questions and understand some of the ways in which historians find out about the past;
* Use simple sources of evidence to identify and describe relevant historical information and know that information can be retrieved from written sources such as books and also from visual sources like paintings and photographs as well as computers;
* Record their growing knowledge of the subject and communicate this in appropriate ways;
* Question why things happen and offer reasons;
* Be aware of similarities and differences between themselves and others, and among families, communities and traditions;
* Recognise and describe special times or events for family and friends;
* Identify similarities and differences between ways of life at different times;
* Identify, describe and offer basic reasons for why people did things in the past and what happened as a result;
* Make simple observations about different types of people, events and beliefs in the past;
* Construct simple historical accounts relating to people and events they have studied.

Key Stage 2

In Years 3 through 6 our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we support pupils to:

* Continue to develop a sense of chronology and a secure knowledge of history;
* Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;
* Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
* Begin to suggest and devise their own lines of historical investigation in addition to pursuing lines of enquiry which have been planned for them;
* Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
* Select and organise information from historical sources;
* Understand that different versions of the past may exist and provide explanations for why this may be the case;
* Describe and make links between events within and across different historical periods;
* Explain why some people and events in the past may be considered more historically significant than others.
* In Years 3 and 4 we focus on pupils being able to master the skill of distinguishing between providing basic reasons for historical events and changes they have studied and demonstrating understanding through reaching explanations by synthesising evidence from an increasingly wide range of historical sources. At the same time we expect greater readiness in language from our pupils and we plan accordingly for the use of more specialised subject vocabulary and terms.

* At **Upper Key Stage 2** our expectations in History are that pupils will more regularly and consistently apply information that they have learned from one context to another, make links and identify patterns in their historical learning and to recognise and understand the contested nature of historical evidence. We challenge them to reach conclusions and make judgements about historical events and changes and to evaluate and critique evidence and to generate questions of their own.

**Cross-curricular Opportunities**

We try to make meaningful links between History and other subject areas of the National Curriculum where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to History is to enable our pupils to achieve more and better in History – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to History result in equally and appropriately high standards of historical subject attainment.

**Equality and SEN Statement**

At St Julie Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in History. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils. We appreciate that children may have special educational needs throughout, or at any time during their school career. At St Julie Primary School we aim to facilitate the full inclusion of pupils with special educational needs.

We teach History to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children in their class.

**Assessment**

Pupils’ progress is assessed and monitored during the year through normal teacher planning and observation.

At the end of the each of the three terms, the teacher will be able to use their knowledge and understanding of the pupils gained through extensive formative assessment over the previous year to reach an accurate judgment of what they know and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a ‘best fit’ summative judgement. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in history**.

**Reporting**

All children receive an annual written report in which there is a summary of their child’s attainment, effort and progress in History over the year. Parent consultation evenings are held three times a year when children’s progress in History can be outlined and discussed if appropriate.

**Resources**

The children’s learning and understanding is enriched through the use of interactive teaching styles, incorporating aspects of visual, kinesthetic and auditory.

The school has a range of resources to support the teaching of History throughout all year groups. Resources are upgraded and renewed as and when the need arises. Class teachers can consult with the subject leader about appropriate resources.

**Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy.

**Monitoring and Evaluation and the role of the History subject co-ordinator**

All teachers at our school are responsible for monitoring standards in History but the History Leader, under the direction of the Headteacher, takes a lead in this. The monitoring of the standards of children’s work and of the quality of teaching in History is undertaken by the History subject leader. The work of the subject leader also involves supporting colleagues in the teaching of, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader gives the Head Teacher an annual Action Plan in which they state the objectives for the coming year. At the end of the year, these actions are then evaluated and strengths and weaknesses in the subject are highlighted for further improvement in a subject evaluation.

**Role of Governors and parents**

Our governors determine, support, monitor and review the school policies in History.

In particular they:

• support the use of appropriate teaching strategies by helping to allocate resources effectively

• ensure that the school buildings and premises promote successful teaching and learning

• ensure that high quality staff are appointed

• monitor how effective teaching and learning strategies are in terms of raising pupil attainment

through link visits to the school and in consultation with subject leaders

• ensure that staff development and performance management policies promote good quality

teaching and learning

• monitor the effectiveness of the school’s teaching and learning policies through the school self-

review processes. These include reports from subject leaders and the termly Head Teacher’s report

to governors as well as a review of the in-service training sessions attended by our staff.