



History Policy

May 2019

St. Michael's History Vision

We strive to provide a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past so they 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.

Aims and Objectives

Aims <i>(taken from the new curriculum)</i>
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.

Role of the Subject Leader

The role of the subject leader is to:

- Support quality teaching, planning and assessment
- Planning and leading staff meetings
- To lead parent workshops and information sessions as appropriate
- Provide quality resources - replenish year group and central stocks when needed and upload resources onto the shared area
- Collect evidence of history study across all year groups and abilities
- To keep knowledge and skills up to date in line with changes in National and local policy
- Support other staff in school including NQTs and RQTs

History Curriculum Planning

History is topic based. Some topics will have history as their focus whilst others will have elements of history within. The areas that have to be studied have been divided between the year groups chronologically where possible and this has included the Middle Schools.

Teaching and Learning Style

At St. Michael's we try to bring history alive. This is done through trips, inviting experts in to deliver workshops, or teacher's having drama based lessons such as a Roman battle. History teaching focuses on enabling children to think as

historians. We place an emphasis on examining historical artefacts and primary sources. 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. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.

Resources

- Non-fiction books
- Artefacts
- Online interactive resources
- Video clips
- Photographs

Health and Safety

History lessons will follow the usual health and safety guidelines. More detailed guidelines will be needed for certain types of drama and for external visits.

Differentiation and Inclusion

Teachers ensure that history lessons are accessible to all through use of differentiation, a variety of mediums and classroom support. All children will be given the opportunity to flourish regardless of their abilities. Work may be presented in a wide variety of ways to ensure that a child's historical understanding is not hampered by their writing ability. Opportunities for speaking, drama and art are also incorporated into history planning to meet the needs of all.

Equal Opportunities

It is vital that all children feel able to participate, contribute and achieve in History. This is ensured by:

- Avoiding stereotyping in relation to the gender/ethnic background of artists studied
- Making a positive effort to celebrate cultural diversity

Special Educational Needs and More able

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

Assessment

Assessment is conducted in a variety of ways:

- Observation
- Class/group/individual discussion
- Written comments by the children
- Self/peer assessment

The subject coordinator keeps a portfolio of examples of children's historical learning across a variety of History processes and abilities. Evidence can include copies of children's work, photographs, written comments and pupil interviews.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the Subject Leader. It also involves supporting colleagues in the teaching of History; informing staff about current developments in the subject and providing a strategic lead and direction for the subject. The History subject coordinator regularly reviews their action plan and discusses this with the Head Teacher, indicating progress and areas for further improvement.

Community Links

The school strive to involve and interact with the local community as much as possible in History. This can be achieved through:

- Inviting local historians or workshops
- Holding history days
- Participating in local historical events to do with the canal, churches, railway or town for example
- The use of our local area to support historical learning

British Values

The history curriculum promotes key British Values enabling children to gain an appreciation of and to learn from events in the past. It enables them to recognize the impact of human decisions on the lives of others.