



## Holy Trinity CE Primary School History Policy

**'Growing and Learning in Christ, through Faith, Family and Friendship.'**

### **Introduction**

At Holy Trinity CE Primary School we are committed to providing all children with learning opportunities to engage in history. This policy reflects Holy Trinity CE Primary School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

### **Philosophy**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

### **Aims and Objectives**

The aim of history teaching here at Holy Trinity CE Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

**The aims of history in our school 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 in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European 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 the ability to empathise with people in different situations and cultures and promote a caring, sympathetic and understanding attitude to the needs of others, thus fostering spiritual and social growth.
- To be able to distinguish between fact and opinion.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

**Objectives:**

- To provide a range of sources of information to enable the children to learn about the past.
- To give opportunities for the children to raise their own questions.
- To study history from a range of perspectives.
- To use different teaching and learning styles appropriate to pupils and the topic being taught.

**Curriculum**

Children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. At Holy Trinity CE Primary School we are concerned with the process of history activities as well as the product.

**Early Years**

History is taught in the early years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of

famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in their own locality, Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present and identify similarities and differences between ways of life in different periods. They develop an understanding of where the people and events they have studied fit within a chronological framework.

### **Key Stage 2**

During Key Stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

### **The contribution of history to other subjects**

#### **English**

History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Discussion, drama and role-play are an invaluable means of developing children's understanding of different viewpoints and perspectives.

#### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **Computing**

## Holy Trinity CE Primary School

Children use Computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### **Spiritual, moral, social and cultural development**

History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. 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. We provide children with the opportunity to discuss moral questions or what is right and wrong. Children learn about how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multicultural society.

### **Teaching and learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize 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 should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

### **History curriculum planning**

At Holy Trinity CE Primary School history is taught through a thematic approach, which links to other curriculum areas e.g. English, Art and Design, Design and Technology, Geography and Computing.

Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete a single plan for each history lesson. These list the specific learning objectives, success criteria for each lesson and detail how the lessons are to be taught along with details of any support or resources needed.

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the history curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Inclusion**

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. 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **Able, Gifted and Talented**

Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate ideas.

### **Progress and Achievement**

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking - the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation and marking ladders. Through these, both children and adults are able to recognise the progress being made.

### **Assessment and Recording**

At Holy Trinity CE Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of

## Holy Trinity CE Primary School

children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback and Marking Policy.

### **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, through a book scrutiny and pupil interviews.

### **Roles and Responsibilities**

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the History subject leader. The work of the History subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Resources**

The History subject leader is responsible for maintaining history resources; there is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We keep these resources in a central store. The library contains a good supply of topic books to support children's individual research. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history are invited into school to work with the children when appropriate. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Reviewed September 2017

Next review date - Autumn Term 2019