

History Policy

Christ the King RC Primary School



Background

At Christ the King, our mission statement explains that within the Catholic environment children are encouraged to accept moral responsibility for their actions. It is within this spirit that the school's History policy has been developed.

Together we **WONDER**

Together we **BELIEVE**

Together we **SHINE**

Together we **ACHIEVE**

Rationale

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. At Christ the King, we believe that pupils should see themselves as an important part of society and be inspired to have a curiosity about people and events in the world, now and in the past and understand the interdependence of lands, cultures and of different generations globally. Pupils are taught an awareness of chronology and how events in the past have influenced our lives and values today. Pupils are also taught to investigate these past events and by doing so, develop the skills of critical thinking, enquiry, analysis, interpretation and problem solving.

All pupils have a right to a broad, balanced and robust education, which provides continuity and progression and takes individual differences into account. The teaching of History at Christ the King is embedded within the 'Vow to Wow' curriculum that has been developed over the last few years and uses a 'Mantle of the Expert' and 'Tinkology for Learning' approach to promote a pleasure in learning. Our work meets the requirements of the 2014 National Curriculum.

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.

Subject Content

At Christ the King, we use the Essentials Curriculum for the foundation subjects. The Essentials Curriculum covers and exceeds the requirements of the Primary Curriculum for England. It sets out milestones for progress for each learning objective. The Success criteria defines the milestone.

Essentials Objectives

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

Learning and Teaching

The school uses a variety of teaching and learning styles in history lessons. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give pupils the opportunity both to work on their own and to collaborate with others, listening to other pupils' ideas and treating these with respect. We want pupils to experience history through a variety of learning and teaching styles and settings. We bring History alive in the use of 'Mantle of the Expert', where the children become experts in the topic they are learning to solve problems, write narrative, interview people from the past and a whole host of other drama techniques.

We begin the teaching of History in Foundation Stage as the pupils begin developing their knowledge skills and understanding of the world with the most recent past. Photographs, artefacts, visits out into the locality and talking to older people is used.

In Key Stage 1, the pupils will build on earlier work using 'eye witness accounts' and the immediate environment as their starting point.

As the pupils become older they will study in depth the lives of remarkable individuals, significant events and the different periods of history and as set out in the National Curriculum.

Art, design, technology and drama will be closely linked with history as the pupils use these subjects to communicate what they have learnt.

In addition, teachers will use first hand experience, visits, visitors, artefacts and the local and wider environment to engage pupils' interests.

Links will be made with the teaching of English, stories, plays and poems that are set in different periods of history will be shared.

History will become a stimulus for the development of oracy, writing and for the development of thinking and reasoning skills.

Role of the Subject Leader

Monitoring of the standards of pupils' work and of quality of teaching in History is the responsibility of the subject leader supported by the SLT and School Governors. The History Subject leader will monitor planning to ensure continuity and coverage, talk to pupils, observe classroom practice and have informal discussions with staff and pupils. In addition, the work of the subject leaders involves supporting colleagues in the teaching of History and informing them about current developments in the subject.

Inclusion

All pupils are given the opportunity to maximise their potential regardless of ability, gender, background, ethnicity or talent. Activities are planned both within and outside the classroom in a way that encourages full and active participation by all pupils matched to their knowledge, understanding and previous experiences

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. Gathering evidence is an integral part of assessment and is obtained by questioning the pupils, marking written work, looking at drawings, models, diagrams, and by photographing their finished product. If any written work is produced, it is marked in line with the school policy on marking.