

# St Andrew's CE Primary School



## History Policy

Reviewed: Summer 2022  
Next review: Summer 2023

## ***Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."***

### **Introduction**

This policy outlines the teaching, organisation and management of history taught and learnt at St. Andrew's C.E. Primary school.

The policy has been drawn up as a result of staff discussion and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator (J. Forster)

### **We teach history to:**

- Fire pupils' curiosity about the past in Britain and the wider world ○  
Encourage thinking about how the past influences the present ○ Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

### **Through history we can also:**

Improve pupils' skills in literacy, numeracy and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

Develop British values

### **In learning history pupils will:**

- Use a range of sources such as people, the local environment, museums, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class ○  
Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past

## **When teaching history we:**

- Always explain what we want pupils to learn and understand through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use assessment for learning to ensure students fully understand what they are learning, how they learn and how well they are progressing

## **Deeper Learning**

We aim to ensure Deep Learning is gained through a broad and engaging curriculum which promotes challenge, critical thinking, problem solving opportunities, probing questions (which make children think deeply) and collaborative learning.

Progress is made when children know more and remember more. Our Science curriculum clearly outlines what our children are expected to know, understand and retain over time. This can obviously relate to the development of a deeper understanding of the importance of Basic Skills/Non negotiables in all subjects as well as subject knowledge.

To support this aim, it is important that planning clearly includes key vocabulary, key questions, appropriate challenging activities/discussion to promote Deeper Learning. To help with this aim all must be aware of specific planning for each session at least 24 hours before in order for them to contribute to plans, amend and 'personalise' for any particular pupil or group.

Deep Learning should also manifest itself in regular homework tasks to raise parental awareness and encourage real challenge for all groups.

## **To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make judgements of Gold, Silver or Bronze using the o track statements. To ensure that these are accurate we scrutinise work produced against colours given.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

## **In our curriculum history can be taught:**

Within an integrated / topic approach linking in with others areas in the curriculum

## **To teach history we have a range of resources:**

Texts, artefacts, photographs, portraits, primary sources and ICT. In addition a list of possible trips has been allocated to each year group linked to the history topics on the curriculum. All of the resources are stored in the library (KS1) and the independent learning room (KS2)

## **Current issues / initiatives re: history:**

- English through history: particularly cross curricular writing using different genres (Stimulate higher level boys' writing)
- Teaching key history skills
- Cross curricular ICT work
- Analysing data collected on pupil progress.

## **More Able Pupils**

As with Special Educational Needs, the constant monitoring of children's progress throughout the school will highlight children who are particularly able in History and who will be aiming for Gold (exceeding expectation for their year group). Class teachers will address the needs of these children in their classroom by careful grouping of children and setting open-ended investigational work which a child can develop as far as their abilities allow. We will ensure that they are given the opportunity to develop and extend their abilities to their full potential.

## **Inclusion (Please refer also to the School's Inclusion Policy)**

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. ○ Inclusive practice in History should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **Every Child Matters**

This policy should be read in conjunction with the Every Child Matters Policy. At St. Andrew's we strive to:

- ❖ Be healthy
- ❖ Stay safe
- ❖ Achieve economic well-being
- ❖ Make a positive contribution
- ❖ Enjoy and achieve

The teaching at St. Andrew's incorporates these five key areas throughout the curriculum and staff ensure that all children are able to meet these expectations at all times.

## **Equal Opportunities and Multi-Cultural Issues**

There will be equal access to all materials. Materials/resources will reflect our multicultural society. Participation in a wide variety of activities will be encouraged. This policy takes into account the guidance of the Multi-cultural and Anti-racist Education Policy.

### **Promoting and Supporting Mental Health and Well-being in History:**

Supporting mental health strategies is prominent at St. Andrew's CE Primary School. The teaching of history lessons across the school aim to compliment the objectives and strategies in our PSHE and RSE curriculum. Promoting health and well-being in history will consist of:

- o Engaging history lessons with high quality teaching and a wide variety of activities to inspire our children.
- o Collaborative history work to encourage discussion and sharing of ideas whilst learning.
- o Accurate differentiation of activities so activities are challenging and have the opportunity for success at every level.
- o Use of cross curricular links to teach history through different subjects e.g art, DT, computing, drama, music.
- o Promoting pupil's independence through giving children the opportunity to make and investigate their own historical questions.
- o Encouragement and praise of pupils in history lessons, sharing examples of work etc.
- o History project opportunities set for homework to inspire families to complete tasks.
- o The use of pupil questionnaires and pupil voice ideas so that children feel valued and a part of our history curriculum.
- o Encouragement of history trips to inspire learning in lessons and promote further the free museums in Hull for families to visit.
- o Promoting the school's philosophy of 'Every child to be a champion in their own right'

In order to ensure staff's health and well-being, support and training for history

is provided to all staff by the history co-ordinator. The development of detailed medium term plans, as well as planning and the sharing of resources,

helps to reduce teachers' workload.

## **Safeguarding**

St. Andrew's Primary recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and will carry out this duty through our teaching and learning, pastoral care and extracurricular activities.

## **Health and Safety**

The safety of our pupils is of paramount importance and to this end all staff will ensure that health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils. ○ Pupils will be taught to use the correct tools, equipment and materials appropriate for the task to be undertaken. ○ Appropriate risk assessments will be made to identify and minimise possible risks and ensure a safe working environment.

## **Ofsted**

Areas of improvement, as outlined by our last Ofsted (2018), will be addressed through History, whenever possible.

Through the monitoring of History and any subsequent mentoring by SLT/Coordinator, teaching and learning of History will be expected to be at least good.

Through History we will provide opportunities for all children, in all years, to take part in problem solving and reasoning activities.

The co-ordinator will use school data to improve and maintain standards of teaching, learning and achievement in History.

## **Home School Learning:**

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on Insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the curriculum. In the case of a pupil being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.

**To monitor and evaluate history the co-ordinator:**

- Supports teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' planning and complete book scrutiny
- Reviews resource provision
- Works co-operatively with the SENCO
- Discusses regularly with the headteacher and (if applicable) the history governor, the progress with implementing this policy in the school
- Provides inset on key issues.