

Holy Cross RC Primary School



History Policy

Signed _____ [Headteacher] Date October 2024

Signed _____ [Chair of Governors] Date October 2024

Next Review Date October 2027

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Holy Cross Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader.

History Curriculum Intent:

- To empower learners to become curious, to develop their own opinions by evaluating evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

Implementation

- Weekly history lessons that make up approximately half the academic year.
- Enquiry based planning and teaching approach
- Cross-curricular links are frequently made with different subjects such as Art and DT, science and English.
- Workshops in school, trips to historic site places and visits to museums.

Impact

- Pupils will have a chronologically secure knowledge and understanding of school, local British and world history.
- Pupils can make connections between different periods of history and note contrasts and trends over time.
- They can use their enquiry skills to make informed judgements about events that have happened and events that are happening in the present.

Aims

- 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.
- 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

Teaching and Learning style

Topics have been allocated to each year group to enable cross-curricular links and can be seen in the long-term overview and the progression of skills document. The mode of working in history is a mix of class teaching, cooperative groups and individual work. Groups are usually of mixed ability and pupils are encouraged to communicate their findings in a variety of ways. Historical work is recognised in general display or in communicating the results of historical enquiry to the whole class.

Timetabling:

One hour per week in the afternoon – on your class timetable.

This should be a skills lesson / a longer topic write may be planned using these skills in English books.

Planning

Staff to use the templates in most recent Humanities folder, there is a scheme of planning for teachers to use or adapt.

Each year group has developed planning for each topic and updates these yearly in line with the needs of their class.

The **History and Geography overview** provides teachers with an outline of each topic for every term. It tells the teacher whether the topic is history/geography based and the substantive and disciplinary skills to be taught within that topic.

With regards to the planning, teachers should aim to include a local feature within each set of topic lessons where possible. This is what the perspective part refers to under each lesson in the planning. (local/national/international).

The **disciplinary skills** refers to the skills that will be taught during the lesson as opposed to the knowledge.

For history ideally one lesson should be based on chronology, two on significance, one interpretation, one enquiry and finish the term with legacy (this is important for links to SMSC). There is another document called **progression of skills in history** to show you what these skills may look like for each year group.

The **substantive knowledge** is what they should have gained from the lesson rather than the historical/geographical skills.

There is a login for keystage history and the historical association for staff to use also.

Marking

Self-marking where appropriate.

Pink ticks for what the children have done well/correctly.

Green pen to address misconceptions, key vocabulary spelt wrong, countries mislabelled, key errors in dates or times etc.

NO NEED to write a WWW or EBI for every piece of work.

One topic write completed at the end of the term with a WWW and EBI to develop children's understanding and skills.

Differentiation:

Use pictures, matching activities for SEND chn where they may struggle to access written skills work.

Higher children are challenged by extension questions.

Annual extras:

International Week

Trips linked to Topic

Workshops in school

How is children's work recorded?

Topic and class floor books for skills

English books for extended topic writes

Displays

Key vocabulary for every topic on display.

A timeline to show chronology and length of time is best for ks2: <https://www.history-rocks.com/ks2-timeline>

A world map/globe is also helpful.

Assessment:

Formative throughout the year.

Cover sheets with substantive questions for each topic (3 – 4 'must know' questions at the end of every topic)

Cover sheet to be stuck in at the front of every topic.

Children to complete the assessment questions at the end of the term and teachers to highlight WT, WA or Working above.

Children also to complete a topic write at the end of a topic based on the overarching questions to showcase historical/geographical writing skills.

Assessment sheet to be filled after every topic with children's initials under Working Towards, Working At, Working Above.

Cross curricular writing

The skills that children develop in History are linked to, and applied in, every subject of our curriculum. The children's skills in History enable them to communicate and express themselves in all areas of their work at school. Whilst the focus for History skills will be in topic books, an opportunity to express knowledge of the past may be used as a focus for writing in English books but these are not to be confused with history based skills writing. For instance a report about the Vikings may go in the English book but answering an enquiry question would be in topic books.

Resources

There is a range of resources to support the teaching of History across the school. All classrooms have access to artefacts and evidence from the past. All classrooms have a topic area with a selection of books based around their history topic. Children have access to the Internet through laptops and ipads. Access to the Internet is also available in school. The library in KS2 contains a range of books to support children's individual research. All classrooms have an interactive white board.

Monitoring and Evaluation

It is the responsibility of the subject leader to:

- to develop, implement and review an action plan for history
- to monitor history throughout the school
- to encourage staff to provide effective learning opportunities for all pupils
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

In order to monitor standards and progress the following systems are in place:

- The Subject Leader is given time to observe lessons, monitor planning and give oral and written feedback, and also to see children's work and carry out book scrutinies.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENDCO) throughout the year.
- The school's History Action Plan is reviewed and updated annually by the Subject Leader and Leadership Team