

HISTORY POLICY



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

"Let us do little things well today".

St Teresa

Approved by:	Governing Body	Date: January 2025
Last reviewed on:	January 2025	
Next review due by:	January 2027	

Introduction

This policy outlines the teaching, organization and management of History taught at St. Teresa's Catholic Primary School.

Curriculum Intentions:

Our Curriculum's intention is to provide 'endless possibilities and opportunities'. Teachers provide every opportunity for the children through rich experiences to thrive in our society and community; teaching them the skills and knowledge for jobs of the future that do not yet exist. The curriculums in each year group have each been carefully designed, delivered and evaluated using each skill from the National Curriculum, building on the children's prior knowledge and skills from previous years. We aim to provide every possibility for each individual (regardless of their starting points) to acquire knowledge, challenge, apply and use skills in a creative, fun, inspiring and enriching environment.

Underpinning the foundation curriculum is critical thinking to enable rich learning experiences in a student lead and engaging atmosphere. Our intention, at St Teresa's, is to provide depth within the subjects being taught. Together, we develop the competencies and dispositions that will prepare our children to be creative, connected and lifelong problem-solving learners. We enhance reading, writing, phonic and mathematical skills in a cross curricular way to provide an enjoyable curriculum. This enables our pupils to thrive using the important skills to communicate and provide each pupil with the foundations for the future.

History intent:

At St Teresa's, our children are historians. Our children learn history as an understanding of our past and how it can shape our futures. Our curriculum is full of topics and themes which will inspire awe and wonder. They drive children to ask thought provoking, meaningful questions: they explore and use their historical knowledge of concepts and processes to draw conclusions.

History lessons at St Teresa's help children gain a deep understanding into the complexity of people's lives and the process of change, then and now, identifying their own identities and the challenges of their time.

Through our teaching of the foundation curriculum we aim to:

History

- Become historians
- Fire pupils' curiosity about the past in Britain and the wider world
- Help pupils develop a chronological framework for their knowledge of significant events and people
- Engage with history within their own locality
- Ask questions about the past using the 5Ws and 1H

Through the teaching of History, we can also:

- Improve pupils' skills in English, Mathematics and computing
- Develop pupils' critical thinking skills

- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens of the world, understanding global and local issues
- Develop a creative outlook
- Understand and use British Values

Implementation

Teaching Strategies

Learning and teaching in the foundation subjects will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

1. Most of the foundation curriculum is taught through whole school cross-curricular topics that ensure coverage of the National Curriculum objectives and Key Skills, as well as St Teresa's enriched curriculum objectives.
2. History and Geography is taught in blocks throughout the year. The final block is to be focused on STEM to raise the profile of STEM subjects in our world. Teachers can choose which order they teach the blocks. The teachers must ensure that History and Geography are taught in at least two terms in the year to build on knowledge and skills previously taught.
3. Class teachers use the cross-curricular Long-Term Plans in the form of a topic web, this indicates what they can teach in any term. The teachers then map out when and how this will be taught in subject specific medium terms plans and then further, more detailed individual lesson plans are produced.
4. Pupils work in a variety of contexts - individually, in groups and as whole classes.
 - a) They present their knowledge and understanding in a variety of ways
 - b) Outdoor learning and the opportunity for out of school experiences is valued and integral to teaching. This can be local or further afield. Outdoor learning is an invaluable learning resource.
 - c) Uses of artefacts should be made as often as possible to make learning hands on a real to the children, grasping a deeper understanding of history or geography
 - d) Solve non-routine problems and use critical thinking skills using their learned knowledge in a safe environment to challenge, make decisions and justify their answers.
 - e) Entrepreneurial skills

When teaching the History we:

- Always explain what we want pupils to know using 'can I' questions, what we want them to understand and want them to be able to do
- Introduce each lesson with our history learning statement and explain the context in history using the historical discipline of chronology, in the most part through a timeline. These are attached as an appendix below.
- Use key questions to direct pupils' thinking / enquiry in more depth, building on provided answers
- Vary the resources and activities to ensure each pupil can learn effectively
- Ensure vocabulary is taught well and displayed on our history display

- Cater for all learning styles and abilities through effective differentiation
- Ensure the foundation subjects are given equal weighting in teaching time
- Ensure displays are rich and vibrant and purposeful to learning
- Celebrate the achievements of pupils
- Explore the local history of our area to show the real-life history in the children's locality
- Explore people from the past of all ethnicities
- Enable the opportunity for pupils to develop scholarship through setting of home work projects and tasks.
- Involve the parents

Equal Opportunities

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Resources

We have a wide range of resources to support the teaching of the foundation subjects across the Key Stages including texts, artifacts, videos, DVDs, website subscriptions, photographs, maps, atlases and computing hardware. These are mostly stored in the main resources room. It is vital that the pupils experience the topic through the use of resources and links should be made as frequently as possible.

In addition, artifact boxes may be borrowed from the Essex Schools Library Service.

Trips and Visitors

Class teachers should ensure there is at least one visit every term and one visitor, linking the core skills of history into the real-life application of a trip. Teacher should make the most of the trip, exploring the locality to make the trip a whole day, worthwhile trip for the pupils and curriculum. At least one trip each year should be 'further afield' in order to teach the pupils about the topic outside of the locality. Teachers should ensure trips meet the objectives needed for the subject area and many objectives may be cross-curricular. Teachers should ensure they have read the Trips Policy, carry out preliminary visits and of course complete a thorough risk assessment.

Sometimes, there may be opportunities for visitors to come into schools. Visitors provide:

- Immediate impact from their real-life experiences
- Create opportunities for children to question, relate to experiences, reflect and challenge respectfully
- Pupils with a fresh view, insight or new ideas for their development and learning
- See life from a different perspective

Health and Safety

This needs to be read alongside our *Health and Safety Policy* and *Off-Site Activities Policy*.

Assessment and Record Keeping

To assess pupils' progress in the foundation subjects 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 work they produce.
- Highlight the objective in accordance with the marking policy.
- At the end of each cross-curricular topic, we record against the National Curriculum objectives covered on Target Tracker. Teachers are encouraged to update the skills the children have proved they know regularly to build a picture over time and reduce the assessment workload at the end of a term. This information is collected 3 times a year where subject leaders can monitor attainment and progress across the curriculum. Regular highlighting of skills attained on Target Tracker as part of the marking and feedback process reduces the workload of teachers each term.
- Every term produce a well-presented topic evidence, to illustrate the range of activities covered by the pupils. This is monitored for progression of skills, curriculum coverage and showcasing broad, balanced and rich curriculum experiences.
- Assess progress against the National Curriculum expectation for each child as part of the child's annual report to parents.
- We use designated learning objectives from the National Curriculum in the form of 'Can I' questions.
- Marking in the foundation subjects is of equal quality to marking in other subjects, excellence as standard. Verbal feedback to move children's learning on and plug gaps in learning is encouraged in the foundation subjects as well as the core subjects.

Monitoring and Evaluation

The monitoring of the standards of children's work is the responsibility of the curriculum leader. This is carried out through monitoring of teachers' medium-term planning, scrutinies of children's work and pupil perception interviews, review and evaluation of termly topic evidence, scrutiny and monitoring of displays around the school. Annual evaluations will be made against action plans as part of an ongoing working document. These will be given to the head teacher and curriculum leader at the end of the year to show impact of actions. This sits alongside individual subject action-plans.

The Role of the History Leader is to:

- Manage teaching and learning and impact of such in History
- Inspire an enthusiasm for History and advise staff when necessary

- Ensure continuity of progression in work across the key stage and coverage of the National Curriculum and St Teresa's enrichment curriculum
- Write and evaluate annual action-plans
- Monitor pupils' work in order to see progression and continuity
- Act in an advisory capacity and encourage "outstanding practice", including arranging and leading CPD opportunities for staff and through the effective use of staff meeting time.
- Promote a cross-curricular approach to computing in History
- Maintaining all materials and resources, ordering new resources as required and in line with up-to-date trends and needs
- Ensure assessment of foundation subjects is accurate
- Take the lead in policy development and update the policy when required
- Liaise with other subject leaders to ensure continuity and commonality in assessment approaches, recording and evidencing of work.
- Keep Governors informed of changes to policy and matters of Curriculum and Assessment.

Reviewed:

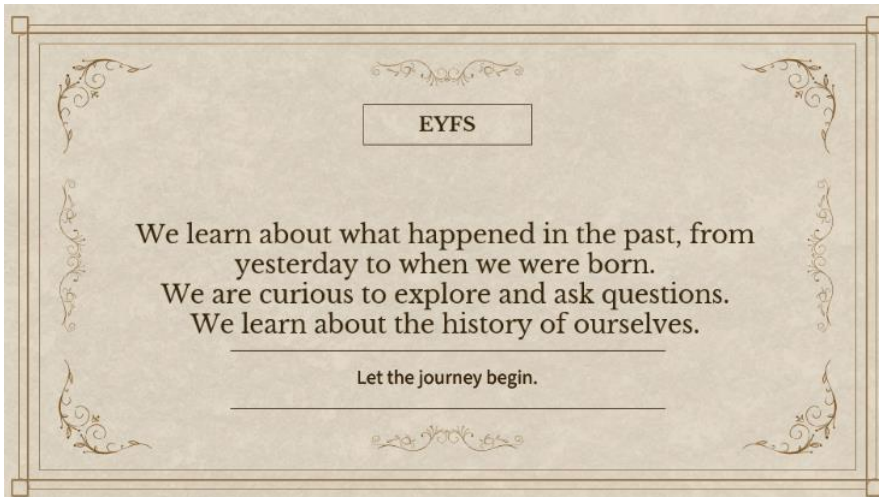
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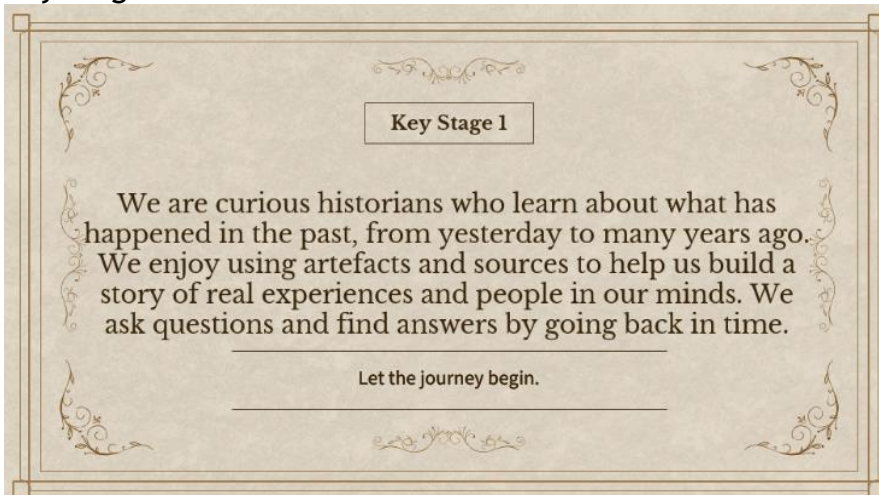
To be reviewed: Spring 2027

Appendix 1

EYFS historical introduction statement:



Key Stage 1 historical introduction statement



Key Stage 2 historical introduction statement

