



## St Gregory's Catholic Primary School

### History Policy



This policy is underpinned by the school's mission statement: 'Loving and Learning'

#### **Rationale**

It is our aim in teaching History to stimulate children's curiosity about the past in Britain and the wider world. Children will 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. Through this, children will develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn may influence their decisions about personal choices, attitudes and values. They will find and consider evidence and reach their own conclusions, leading to the development of research skills and an ability to argue for a point of view.

#### **Purposes**

- To develop chronological understanding.
- To develop knowledge and understanding of events, people and changes in both the recent and more distant past in their own area, in Britain and in other parts of the world.
- To be able to identify and recognise the different ways in which the past is represented and interpreted and to begin to give reasons for this.
- To learn how to find out, to ask and to answer questions about the past from a range of sources of information.
- To be able to organise and communicate their knowledge and understanding of history in a variety of ways.

#### **Guidelines**

1. The teaching of History follows guidance of the 2014 National Curriculum for Key Stage One and Key Stage Two pupils.
2. At Foundation Stage the curriculum will be met by following the early learning goals to develop a sense of time, within 'Knowledge and Understanding of the World'.
3. History lessons should provide opportunities to learn about the past by using:
  - Primary sources: visits to the immediate locality, historical sites and buildings, and museums; original or copies of written sources and artefacts.
  - Secondary sources: pictures, postcards, photographs, written sources, CD-Roms, the Internet, music, the media – TV and visual aids – and interviews with adults talking about their past.

4. Visits of interest should be made as appropriate and relevant experts sought out to come into school.
5. Links with national organisations such as the Historical Association, and local organisations such as the library, churches and museums, Warley Woods Community Trust, and the Royal British Legion should be used to promote the children's understanding of their past.
6. Available resources should be used and where appropriate the use of an interactive whiteboard.

### **Monitoring/Assessment/Reporting**

Monitoring is carried out by the History Co-ordinator on a termly basis and supported by the SLT and governors.

Assessment is based on teacher assessment and levels of attainment are recorded on a half termly basis.

In lessons there are opportunities for pupils to evaluate their own work and peer assessments to be carried out.

Parents are informed of pupil progress through reports and parent consultations.

### **Conclusion**

This policy should be read in conjunction with, the School Improvement Plan, the Inclusion Policy, Assessment Policy, SEN Policy, the Equal Opportunities and Race Equality Policy, all subject policies and DES guidelines.

Revised and reviewed March 2018