



Join the faith and learning journey



St Antony's RC Primary School

History Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:

Review date:.....

POLICY INTENT

The Intent of our history curriculum at St Antony's is to inspire and excite our children to learn about the past and current events, both in Britain and the wider world. We want them to be engaged critically, creatively and empathetically with the beliefs, struggles and achievements of societies, events and cultures. We strive to develop our children's awareness of chronology and connections between people over time. Throughout our teaching, children learn the skills of historical enquiry, and understand how our knowledge of the past is constructed from a range of sources. They should be able to describe and explain based on synthesised narratives, imaginative reconstruction and arguments based on evidence. We expect our children to recognise that history, whilst being a record of what happened and why, may be open to interpretation. As our children progress through each Key Stage, we want them to acquire coherent knowledge, and be amazed by significant people and events, thrilled by the excitement of exploration and invention, saddened by conflicts and uplifted by triumphs.

Deuteronomy 32:7

"Remember the days of old, Consider the years of all generations. Ask your father, and he will inform you, Your elders, and they will tell you.

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

We aim to:

- To help pupils develop historical knowledge and understanding;
- To introduce pupils to historical enquiry through studying historical evidence asking questions and problem solving;
- To help pupils develop a sense of chronology and appreciation of past events;
- To help pupils interpret history using a variety of sources;
- To give understanding that the society in which pupils live has been shaped by past developments;
- To develop an appreciation of the need for both continuity and change;
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques;
- To develop an understanding of cause and effect.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for History is Mrs Rebecca Seaberg.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Head teacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

Although we aim to provide enriched learning experiences within our school, we feel that skills and knowledge are deepened through hands on experiences which can be provided by off site visits. That is why we aim in each year group to have one off site visit that links with a history topic. Additionally, we work in partnership with Lancashire museums to hire artefact boxes for each key stage to enhance our lessons.

CURRICULUM PROGRESSION THROUGH THE STAGES

St Antony's engages all learning styles using a variety of resources including the Early Years Outcomes, National Curriculum Statutory Guidance, a Skills and Knowledge based curriculum and opportunities for Outdoor Learning and enhancement opportunities which support teaching of the curriculum.

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focussing on knowledge and skills stated in the National Curriculum. At St Antony's we ensure that History has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real life' experiences. The National Curriculum informs and guides our planning. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding within the historical aspect studied. In each year group we ensure continuity and progression of key skills so that children are increasingly challenged as they progress through the key stages.

In Early Years Foundation Stage, History is taught as an integral part of topics throughout the year, in a hands manner during which children explore and begin to understand the world through practical activities. History contributes to a child's learning of 'Understanding the World' and the children focus on a range of stories, images, songs and artefacts relating to the past. They begin to make sense of their own life story and family history. Learning through stories, comparing and contrasting characters, including past figures. Children learn to talk about the lives of people around them and their roles in society, looking at similarities and differences between things in the past and present.

In KS1, children are provided with a deeper understanding of History. Whole class lessons are taught both inside and outside of the classroom and practical skills are developed. The emphasis is placed on developing an understanding of past and present, developing a questioning approach and learning about significant individuals and events. In KS2 children's understanding of historical concepts and periods is developed, questioning skills and more in-depth studies of periods in time ensure a progressive development of historical skills.

PLANNING AND SEQUENCING LEARNING

History lessons are taught as separate subjects and are typically based on the topic focussed on each half term. At St Antony's, we work on a 2-year cycle where the children cover the National Curriculum skills expected of them across the key stages.

All History lessons are planned using the National Curriculum skills relevant to each year group. Planning involves teachers creating engaging lessons, often involving high-quality resources, to aid understanding of conceptual knowledge. Lessons are sequenced to ensure progression of skills throughout the year and across key stages.

Teachers use questioning in class to formatively assess conceptual knowledge and skills and identify children who require extra support to plug any gaps in learning.

Teachers find opportunities to develop children's understanding and passion for History by accessing outdoor learning and workshops throughout the year.

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. All teaching staff express a positive attitude towards History learning within and outside of the classroom and emphasise the expectation that all children are capable and can achieve their goals in this subject. With this in mind, lessons are planned and taught to support children with SEND where

activities are differentiated and delivered to suit individual needs, we believe in adaptive teaching methods.

Children who are not making expected progress in History are monitored more closely and advice may be sought from the History subject leader. They may then be involved in small History intervention groups to support them in closing the gap. Gender equality, race and religion are positively promoted throughout History lessons across the school and different family groups are embraced. The resources used reflect different groups.

ENRICHMENT AND MASTERY

At St Antony's, we provide our pupils with opportunities to demonstrate mastery within History in a variety of ways.

History ambassadors play an important role in the development of History across the school. These children meet often to discuss History lessons and discuss ways to promote a love of History, History Days and opportunities to develop History further. They play an important role in celebrating Historic events and commemorative events, such as Remembrance Day and are trained and supported to carry out pupil questioning to identify strengths and areas for improvement within History. Children are provided with opportunities to visit the local high school, Our Lady's and St John's, to carry out History days and visits.

EXPERIENCES THROUGH THE CURRICULUM

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing a variety of nonfiction texts and communicating the information they have learnt.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines

Computing

We use technology in history teaching where appropriate and we encourage children to use technology as part of their work in history, in particular at Key Stage 2. Children can use technology to present written work and they can research information using the Internet. Children have the opportunity to use the digital camera and iPads to record and use photographic images.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. Children 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.

HOME SCHOOL LINKS

Topic homework is handed out to children at the beginning of each half term where a History focus is given. Children are given the opportunities to complete a History based activity with their family before presenting it to the rest of the class.

Parent workshops are planned and carried out throughout the school year where parents are invited to school to complete a History workshop with their child/ren.

Special assemblies and events are celebrated and families are invited into school to share the celebrations.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of History. Assessment of History is formative using the Target Tracker steps and statements. Termly data on History progress is analysed by the History lead. Groups of children are monitored, e.g. gender, SEN and PPG. TAPs plans are often used by teachers to support them in making teacher judgements.

MONITORING, REVIEW AND EVALUATION

Learning walks, lesson observation, pupil interviews and book scrutinies are carried out often to review and evaluate History and the progression of skills across the school.

STAFF DEVELOPMENT

Staff are regularly given CPD regarding History and have access to CPD and courses on the National College Website. Newly Qualified Teachers are supported by the History lead where necessary and peer coaching provides a forum for discussion and development. SIG training and network meetings are consistent for the History lead to develop and support all teaching staff across the school.

GOVERNORS INVOLVEMENT

The link Governor for this subject is Father G Barry.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link

governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed January 2023

This policy will be reviewed every two years.