



## St Joseph's Catholic Primary School

### CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### History Policy

#### AIMS

1. To provide the children with an experience of **History** which is both valid and stimulating.
2. To enable children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world, as appropriate to age, ability and aptitude.
3. To encourage a lively and questioning approach to **History** which enables children to enjoy what they do.
4. To encourage an awareness that, though there are links between **History** and other subject areas, the study of the past is, in itself, a separate and important discipline.

#### OBJECTIVES

To enable children to develop knowledge and understanding of the past.

1. To make sure that the understanding outlined above takes place within a secure framework of knowledge about the past.
2. To enable children to understand how the environment in which they live fits into the **History** which they study.
3. To enable children to select, organise and communicate what they have learned about the past.
4. To enable children to make appropriate progress in knowledge, understanding and skills in **History**.

## CURRICULUM AND ORGANISATION

The subject comprises of programmes of study and level descriptions.

At Key Stage 1 and 2, pupils are taught breadths of study. At both Key Stage 1 and 2 there are 5 key elements which are developed throughout the areas of study.

These elements are:-

1. Chronological understanding
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation.
4. Historical enquiry.
5. Organisation and communication.

Our pupils will work at levels appropriate to their ability.

In learning History the children will have the opportunity to:-

- a) Learn about their personal history.
- b) Learn about their families and generations.
- c) Learn about their community through studies of journeys and homes.
- d) Learnt about ancient civilisations for Europe and the wider world.
- e) Learn about important development in England's past.
- f) Investigate local history.
- g) Learn about the past from a range of evidence.

In order to achieve the objectives of the History curriculum, the subject is taught through other subjects and as an individual subject.

Learning activities are sequenced to ensure progression and are taught through a variety of approaches.

These include:

- a) Teacher led lessons where information is provided.
- b) Group work where the children discuss problems in small groups.
- c) Class discussion lessons where members are encouraged to join in with their personal opinions.
- d) Teachers prepared materials.

- e) The use of outside speakers with relevant experience.
- f) The use of audio-visual aids in presenting material to the children, including artefacts.
- g) Educational visits.

## CLASS ORGANISATION AND TEACHING STYLE

Within classes, pupils are taught individually, in groups, or as a class as appropriate, according to the learning task.

The organisation of the classroom will vary according to the activity that is being carried out. The formal classroom layout will alter when group work activities are taking place.

Although children in the teaching groups are in broad bands they nevertheless display a wide range of abilities with regard to this area of the curriculum. The class teacher will provide differentiated activities for the children through task, outcome, resources and the support given to meet the needs of the individual. The mix that exists encourages all pupils to gain in confidence and share ideas with each other.

## PLANNING

Planning is used to:

- a) Set clear objectives.
- b) Ensure work is matched to pupil's abilities, experience and interests.
- c) Ensure progression, continuity and subject coverage throughout the school.

Curriculum planning is yearly (long term) termly (medium term) and weekly (detailed) using the school's own system of plans.

## ASSESSMENT

Assessment is used to:

- a) Plan future teaching and learning.
- b) Provide information for teachers.
- c) Provide information for parents.

## SPECIAL EDUCATIONAL NEEDS

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

This will assist in the planning of differentiated material for the class so that all children will be able to achieve at the level that is appropriate to their abilities.

## EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

## MONITORING AND REVIEW

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school. We monitor planning and complete book trawls half termly.

Reviewed October 2016