



St. George's Catholic Primary School

History Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, we aim to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. To help children understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims of our history curriculum are to develop pupils to:

- We intend to instil in our children a love of History and to see it, not as separate topics that they learn about, but as connected events.
- We aim to provide an interesting and varied curriculum for interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.
- Understand that the past influences the present so their present will influence the future.
- We will inspire pupil's curiosity and equip them to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- We aim to promote an understanding of the history of our local community and area as well as significant worldwide historical events through the progression of skills and knowledge from EYFS to KS2.
- To provide children with the opportunity to overlearn skills throughout the key stages and ensures that they develop these historical key skills which enables them to become enthusiastic historians.

IMPLEMENTATION

Our implementation of the history curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. History teaching will deliver these requirements through our termly units.

Children will research and interpret evidence (including primary and secondary sources) so they have the necessary skills to put across their point of view – skills which will help them in secondary school and beyond. Through our teaching, use of historical artefacts, written

documents, photographs, visits and visitors, the children will experience a rich variety of 'hands on' learning about events and people from the past. Alongside history lessons, throughout the year, we celebrate key events in history such as Remembrance Day. Within EYFS, children are taught history through looking at the past and present, with a particular focus on talking about the lives of people around them, understanding similarities and differences between things in the past and now and drawing on their experiences and what has been read in class.

[History Long Term Overview](#)

[History Progression of Learning](#)

Resources

We use a variety of resources to deliver the history curriculum which is suitable for the ages and abilities of pupils being taught.

These include:

- Children's own experiences
- Experiences of people known to them
- The children's homes
- The local environment
- Use of stories, pictures, illustrations, photographs, artefacts, textbooks, reference materials, maps and atlases
- ICT
- Local museums (Commandery)
- Local links within our community – visitors

Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for history where appropriate.

IMPACT

The teaching and learning of history enables all pupils to:

- Enjoy History lessons and look forward to finding out more.
- Have a secure knowledge of the people and events studied.
- Enthuse children's love of the subject through visits and help them empathise, understand and deepen their understanding of the events of the past.
- Develop the children's ability to support, evaluate, debate, reflect and challenge their views and the views of others.
- Use accurate historical evidence – first and second hand – for a range of sources to draw conclusions and answer questions.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Regular marking of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 staff use Key Stage History mostly and History Rocks. A wide range of approaches are used to record history at St George's e.g. investigations, discussions, presentations, role-play, use of ICT, displays and recorded written and illustrative work. The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, history coverage and progression documents.
- Conduct lesson observations, pupil voice and book looks.
- Provide feedback to SLT regarding the teaching of history across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the history policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.