



St. Augustine's R.C. Primary School

History Policy

Introduction

History is the interaction of people and events throughout time in the whole world. It is a “story” of the past. It involves trying to find out what happened and learning about events of personal, local and national of international importance.

In the early years at Foundation Stage pupils are given a sense of their own place in their immediate **history** and parental help is asked to supplement work at school and to provide first-hand information. Aspects of how life has changed and affected modern day living will be studied.

In Key Stage One parental involvement is still required to help children understand the past, for example children ask parents what sort of toys they played with when they were young. This progresses to children finding out about a famous event and a famous person in British history, (the pupils find out about the discovery of dinosaurs and learn about the life of Mary Anning.) Pupils are encouraged to use further sources such as information books, ICT, pictures and videos. We develop cross-curricular skills where and when appropriate.

At the beginning of Key Stage Two the pupils are introduced to early human history and civilisation through learning about the Stone Age. In Year Four pupils learn about the Romans, (one of the invaders of Britain) including the impact they had on everyday life. They extend their learning to find out about other invaders (The Saxons and The Vikings.) In Year 5 pupils continue to extend their knowledge and understanding of British History. The pupils learn about the reign of Kings during 1300 -1400 and significant events in social and economic history, which include the Black Death (1348 – 1350) and The Peasants Revolt, (1381). They learn about the life of people, at all levels of society, during the rich ages of the Tudors (1485 -1603). In Year 6, pupils increase their breadth of knowledge of early civilisations by learning about the Aztecs and Maya Tribes. They continue to increase



their learning and understanding of British history by studying the Victorian period and World War Two. Pupils study the life of Anne Frank and find out about the Battle of Dunkirk. They find out about the impact of war on daily life, for example life in an air raid shelter and this learning is linked to a local study of Middlesbrough of time.

Key Stage Two develop cross-curricular links through all of these areas of history.

The School has extensive library resources, which at Key Stage Two are classroom based. Additionally, school trips are used to endorse and bring to life classroom acquired knowledge.

Aims and Objectives

At **St Augustine's School**, the teaching of **history** stimulates the pupils' interest and understanding about the life of people who lived in the past. They acquire a sense of chronology, and through this they develop a sense of identity and a cultural understanding based upon their historical heritage. Thus, they learn about their own and other people's cultures in modern, multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices, today.

In our school, **history** makes a significant contribution to British values by teaching how Britain developed as a democratic society. Pupils are taught how events in the past have influenced our lives, today. They are also taught to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

Through the teaching of **history** to the pupils in **St. Augustine's School**, we aim to:

- ◆ Foster an interest in the past and to develop an understanding that enables them to enjoy all that **history** has to offer.
- ◆ Enable them to know about significant events in British History and to appreciate how things have changed over time.
- ◆ Develop a sense of chronology.
- ◆ Understand how Britain is part of a wider European culture and to study some aspects of European history.



- ◆ Have some knowledge and understanding of historical development in the wider world.
- ◆ Help understand society and their place within it, so they develop a sense of their cultural heritage.
- ◆ Develop skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning Styles

History teaching focuses on enabling pupils to think as **Historians**. Emphasis is placed on examining historical artefacts and primary sources. In each Key Stage pupils are given the opportunity to visit sites of historical significance. Visitors are encouraged to come into **St Augustine's School** and talk about their experiences of events in the past.

The importance of stories in the teaching of **history** is recognised and valued and is regarded as an important way of stimulating interest in the past. We focus on helping our pupils to understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?'

It is recognised that in all classes there are pupils of widely different abilities in history. Suitable learning opportunities are provided for **all** pupils by matching the challenge of the task to the ability of **each** pupil.

This is achieved by:

- ◆ Setting common tasks which are open-ended and can have a variety of responses.
- ◆ Setting tasks of increasing difficulty. Not all children complete all tasks.
- ◆ Grouping pupils by ability in the classroom and setting different tasks for each ability group where appropriate.
- ◆ Providing resources of different complexity depending on the ability of the child.
- ◆ The use of classroom assistants to support pupils individually or in groups.



History Curriculum Planning

Key Stage One

- ♦ The objectives from the National Curriculum History are used as the basis of our curriculum planning in history. There are opportunities for pupils of **all** abilities to develop their skills and knowledge in each unit and planned progression is built into the scheme of work so that the pupils are increasingly challenged as they move through Key Stage One.

Key Stage Two

Year group topics are used to develop chronological knowledge throughout Key Stage Two. There are opportunities for pupils of **all** abilities to develop their skills and knowledge in each unit and planned progression is built into the scheme of work so that the pupils are increasingly challenged as they move through Key Stage Two.

- ♦ Curriculum planning in **history** is carried out in three phases (long-term, medium-term, and short term). The long-term plan maps the history topics to be studied in each term during each key stage.
- ♦ In Key Stage One and Key Stage Two pupils follow the Year Group topics. Some topics have a particular historical focus and in Key Stage 2 an increasing emphasis is placed on independent **historical** study. The knowledge, skills and understanding set out in the National Curriculum are taught through the corresponding programme of study.

Foundation Stage

History is taught in the Reception class as part of the topic work covered during the year. Pupils talk about their lives and how they have changed since they were babies. They find out about the lives of others by using and artefacts, pictures, stories and ICT. School trips are also planned to develop pupils' understanding of how people lived in the past. For



example, pupils visit Beamish Open-Air Museum, Ryedale Folk Museum, Captain Cook's Museum at Stewart's Park and Preston Park. This helps pupils develop their sense of history and time.

The Contribution of History to other subjects

1. English

History contributes significantly to the teaching of English in St Augustine's by actively promoting the skills of reading, writing, speaking and listening. Some of the texts used in English are **historical** in nature. Pupils develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of their class. They develop their writing ability using historical content when composing reports, writing diary extracts, letters and persuasive writing.

2. Mathematics

History contributes to the teaching of Mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through doing activities such as time-lines. They learn to interpret information in graphical or diagrammatic form, for example, they study the impact of the plague by analysing population statistics.

3. Information and Communication Technology (ICT)

ICT is used in **history** teaching and learning, whenever it is appropriate and possible. The pupils use ICT in **history** to enhance their skills in data handling and in presenting written work. They research information using the Internet and Encarta. They are given the opportunity to use a digital camera to record and use photographic images.

4. Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of PSHE and Citizenship. Pupils develop self-confidence by having the opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and that racism is



a harmful aspect of society. They discover how society is made up of people from different cultures and develop tolerance and respect for others.

5. Spiritual, Moral, Social and Cultural Development

The teaching of **history** contributes to the children's spiritual development where possible. It provides pupils with the opportunity to discuss moral questions, or what is right or wrong, an example being the study of child labour in Victorian Britain. Pupils learn about the role of the Church in Tudor times and they find out how British society has changed over time. The **history** programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching History to Children with Special Needs

History is taught to **all** pupils, whatever their ability. History forms part of the school's curriculum policy to provide a **broad and balanced education to all pupils**. Learning opportunities are matched to the needs of **all** pupils with learning difficulties. The targets set for individual pupils in their Short-Term Target Plans are taken into account.

Assessment and Recording

Pupils' **history** work is assessed by:

- ◆ Making informal judgements as they are observed during each **history** lesson.
- ◆ The teacher marking and commenting, as necessary, on the completion of each piece of work.
- ◆ History KPI's are used to record pupil progress.



Resources

Resources for all **history** teaching units in the school are kept in each class. The library also contains topic books to support children's individual research.

There are teachers' information books which contain activities for the children to complete. 'Ready Resources' books have been purchased which support the National Units of work whilst promoting the use of ICT.

Home Learning

In the event of a school closure or 'bubble' isolating, teachers will use Google Classroom as a teaching platform to set appropriate work for their class. Teachers will continue to follow year group's plans to offer high quality, online remote learning. Children will submit work onto the classroom so that teachers can mark and provide feedback. Where possible, online lessons should reflect those that would normally take place in the classroom.

Monitoring and Review

The monitoring of history is carried out by the Head Teacher and subject co-ordinator throughout the academic year.

The **history** subject co-ordinator's role also includes:

- ❖ Keeping staff informed about the development of the subject



- ❖ Auditing and updating resources requested by staff members.
- ❖ Ensuring that there is a broad and balanced coverage of the programmes of study through the national curriculum.
- ❖ To ensure an enriched and creative curriculum is provided.
- ❖ To review the topics on a regular basis.

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ST AUGUSTINE'S
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