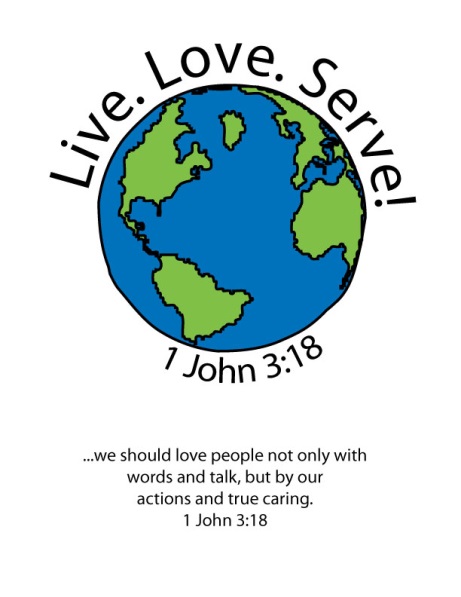
Our Mission Statement



St Edward’s History Policy 2021-2022

Our Vision Statement

We are guided by our Mission Statement and we aim to:

• develop and care for the **whole** child through our teaching and sharing of the Catholic faith.

• show our love of God in the way we care and value each other and ourselves.

• aspire and equip children with those skills necessary to become contributing members of society and responsible adults.

• recognise and encourage all pupils’ individual gifts and talents.

• provide an excellent quality of education striving to achieve the very highest standards for all pupils and, at the same time, develop lively critical minds.

• develop each pupil’s appreciation of education as a lifelong and enjoyable process.

• work in partnership with the Parish and families, local schools and community groups recognising that only by working together can the school make its contribution towards the development of committed Christians and active members of the Church.

**St Edward’s History Policy**

This document is a statement of the aims, principles and strategies for the teaching and learning of in St Edward’s R.C. Primary school. It is written and based upon our school mission statement which runs throughout all aspects of life in St Edward’s. We are all children of God and all members of our community whether near or far must be treated with respect, care and love. This is taught in all areas of the curriculum. It was reviewed and re-drafted in September following the introduction of the new curriculum. This policy has since been reviewed in September 2021.

Introduction

A high-quality education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know and foster a love of learning. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. St Edward’s believes History enables pupils to 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.

Our Aims

* ensure pupils develop a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* equip pupils with the skills and confidence to ask perceptive questions, think critically, weigh evidence, sift arguments, investigate, analyse, evaluate and present information, whilst developing a sense of perspective and judgement.
* know and understand significant aspects of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;

to help pupils to understand the complexity of peoples’ lives, the process of change, the diversity of many different societies and the relationships that develop between different groups.

* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* assist pupils to develop a sense of chronology thus developing a sense of identity; pupils learn to value their own and other peoples’ 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
* develop the pupils’ skills in problem solving, analysing and interpreting evidence using a variety of primary and secondary sources.

Principles for the Teaching and Learning of History

History is important because:

* A high-quality education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.
* It should inspire pupils’ curiosity to know more about the past.
* Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
* Helps pupils to 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.

Strategies for the teaching of History

The History curriculum at St Edward’s in primarily linked to topics in both KS1 and KS2 wherever possible, using our Creative Curriculum approach to teaching. History at St Edward’s aims to inspire learners to become young historians: to question, seek to gather more information and compare the information that is presented to them in order to understand the world around them and past generations.

Careful consideration is taken to ensure that our learners know and understand what ‘History’ truly is:

The process of enquiry:

* the search for evidence
* the examination of evidence
* the recording of evidence
* the interpretation and weighing of different sorts of evidence

The product of imaginative reconstruction:

* because evidence is nearly always incomplete and fragmentary
* speculation and hypothesising
* we imagine how it might have been and we fill in the gaps left by the evidence

Describing and explaining the past:

* synthesising the narrative, and arguments, based on evidence.
* it is **not** presenting the past as a series of uncontested facts or literal truths

History is assessed and developed through the use of formative assessment, which has been developed by the History Lead, and includes the skills continuum (see progression statements for each year group), the specific key skills for each year group and skills for progression for those children who are working at Mastery level, to ensure progression throughout the Key Stages. Where certain aspects of the curriculum may not have been covered in as much detail due to school and/or bubble closures, additional statements have been added to formative assessments in each year group to ensure that these will be cemented in children’s learning.

Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied and individually tailored activities and learning opportunities. Through our teaching of history, we provide learning opportunities that match the needs of children with SEN (special educational needs) as well as Gifted and Talented pupils and we consider the targets set for all individuals. As part of our assessment process we look at a range of factors, such as: classroom organisation, teaching materials, teaching styles and differentiation so that we can take additional action or alter these factors to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs. We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example during an educational visit, we would carry out a full risk assessment prior to the activity to ensure that the activity is safe, inclusive and appropriate for all pupils.

Assessment and Recording

At St Edward’s it is considered that the gathering of evidence of pupil attainment is an integral part of the teaching and learning process. Ongoing formative assessment in history lessons (such as: questioning, class discussion, observations in lesson, topic writing and evidence in books) is carried out by the class teacher and tracked in line with our other foundation subjects. On completion of a piece of work, the teacher marks the work and comments as necessary in line with our marking and feedback policy. The teacher in the course of their teaching carries out most of our assessment on an informal basis. Samples of work will be taken from the pupil, as appropriate.

Formative assessment takes part in each lesson and is used to inform the next step in teaching and learning. Written or verbal feedback, along with a challenge question specific to each pupils’ specific target, is given to help guide children’s progress. Children are encouraged to assess and reflect on their own learning through self-assessment and partner talk Assessment is an integral part of teaching history.

Teacher assessments will be recorded using Arbor stating whether a child is working towards, working at expected or working at greater depth. Teacher assessment is made after a curriculum objective has been taught using the history targets that can be found in the front of the children’s’ topic books. Class teachers will use the progression statements for each year group and key skills documentation to support their assessment on whether a child is working towards, working at expected or working at greater depth.

Evidence of each pupil’s attainment will also come from observing them at work, by questioning and by listening to the pupils and assessing their ongoing work. Theme weeks are organised throughout the year and Big Books are created to show a range of evidence across all Key stages. For further information regarding assessment, please refer to assessment and planning policy.

The formative assessment system:

* sets out **steps** so that pupils reach or exceed the end of key stage expectations
* judges whether pupils are on **track** to meet end of key stage expectations
* pinpoints aspects of the curriculum where pupils are **falling behind** and **recognises exceptional performance.**
* supports **planning** and **teaching** for all pupils
* **reports to parents** and, where pupils move to other schools, provide clear information about each pupil’s strengths, weaknesses and progress.

Strategies for recording and reporting

The History curriculum at St Edward’s in primarily linked to topics in both KS1 and KS2 wherever possible using our Creative Curriculum approach to teaching. Strong links are made between History and Literacy, in particular making use of non-fiction reading and writing and speaking and listening opportunities.

At KS2 some topics are predominately Historical in nature but, when History work cannot be linked to topic work; it is studied as a subject in its own right.

Groups are usually mixed ability and work is differentiated by the teacher. Teacher and commercially produced worksheets are used within the school where appropriate.

Relevant discussion is encouraged. Indeed, at St Edward’s, interaction is an important aspect of the History curriculum.

Groups are encouraged to communicate and generate discussion and historical enquiry.

A school portfolio, which contains samples of pupils work across the key stages, is collected to show continuity and progression throughout the school.

There is no specialist teaching of History, it is taught by the class teacher.

Reporting to parents

At St Edward’s the parents are informed on a formal basis twice a year through interviews and informally as necessary for the individual child.

Parents are also informed about pupil’s progress annually through a written report.

Home links

Pupils are encouraged to bring artefacts and secondary sources from the home environment into school for display and discussion.

**The emphasis in our teaching of History** is on integrated learning, linking History with many other areas of the school curriculum especially Literacy and Geography and Spiritual, Moral, Social and Cultural learning. The Creative Curriculum ensures that a whole school approach is used to incorporate History intrinsically within the curriculum. History is a biannual half-term focus, which incorporates many other aspects of the curriculum within this subject. However, in KS2, although much of our focus is on topic work, we also believe in studying some aspects of the geography as a subject in its own right.

At St Edward’s Primary School, we use a range of teaching and learning styles to develop children’s knowledge, skills and understanding in History. History teaching focuses on enabling children to think as historians.

Teaching and learning in history is supported by:

• Providing children across key stages the opportunity to visit sites of historical significance; class visits and out of school learning is important to our staff, ensuring that children’s learning is stimulating, real and relevant.

• We encourage visitors and/or experts to come into the school and talk about their experiences or knowledge of events in the past.

• We recognise and value the importance of stories in history teaching and we regard this as a central way of stimulating interest in the past; many class topics or themes are closely related to class novels in line with our Literature Works project.

• ICT

• Each area of work is focused around an enquiry question that enables all pupils to delve deeper into an aspect of the era they are studying.

Strategies for Ensuring Progress and Continuity

It is the policy of the staff at St Edward’s to ensure that all areas of the curriculum provide progression and continuity for all pupils.

All the teachers in school are involved in the planning of the History curriculum. In St Edward’s the process of History will involve pupils in the following:

* Changes within living memory.
* Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements and within children’s own locality.
* Providing comparisons of aspects of life in different periods
* Develop a chronologically secure knowledge and understanding of British, local and world history,
* Establish clear narratives within and across the periods they study.
* Make connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.

Resource Management

At St Edward’s most of our resources are dispersed throughout the school where most appropriate. Each classroom has the Focus scheme of work to support History teaching, providing key questions and starting points to guide our creative curriculum.

Computing

We use computing to support History teaching when appropriate.

Children use software to enhance their skill; researching, locating information and developing their Historical enquiry.

They use databases to provide a range of information sources and CDROMs to gain access to images of people and environments.

The children also use ICT to collect information and to present their information in a variety of ways using a multimedia approach.

Close links are maintained with aspects of the English, Maths and Science curriculum.

• Communicating and presenting information (word processing, graphics, internet and email).

•The development and practice of basic skills through the use of subject specific software.

Displaying chronological timelines, research and images through smart board software.

Safety Guidelines

The pupils at St Edward’s are constantly reminded of safety issues especially when undertaking activities which are off-site. School has a designated Educational visits coordinator and risk assessments are made before every school outing. The pupils are also advised on how to use equipment in accordance with health and safety requirements.

The Role of the History Co-ordinator

* The History Co-ordinator, supported by the Senior Leadership Team, is responsible for observing and monitoring the quality and impact of teaching and learning in History. Topic books are scrutinised and reviewed to ascertain progression of skills and quality of work throughout each Key Stage. The History Coordinator is also responsible for overseeing the provision of training and resources to enable teachers to provide quality and relevant learning experiences for children, including:
* Supporting teachers via co-planning, team teaching, observing and giving feedback
* To update the whole school overview to ensure coverage is maintained.
* To take the lead in policy development and the production of areas of study.
* To support teachers in their implementation of these areas.
* To be responsible for the purchasing and organisation of appropriate resources.
* To ensure progress and continuity in History throughout the school.
* To assist in the development and implementation of whole school assessment and record keeping with particular reference to History.
* To be informed of new developments in the teaching and learning of History and to inform teaching staff.
* Discussing whole-school progress and attainment as well as Curriculum updates and policy changes with the Head teacher.