



The Holy Spirit Catholic Primary School

HISTORY POLICY



2022 - 2023

School Rules: Ready - Respectful - Safe

Inspirational Learning: Love - Believe - Achieve - Thrive

Curriculum Drivers: Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Together in the spirit of love and forgiveness our family learns to grow with hope and joy.



Headteacher: Mrs Connolly

Subject Lead: Miss Winder

Chair of Governors: Mrs Keig

Review

This policy will be reviews in September 2024

Signed by:

Headteacher

Subject Lead

Chair of Governors

Introduction

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging History curriculum, ensuring that teaching and learning in History develop children morally, physically, and socially. All pupils are entitled to access the history curriculum at a level appropriate to their needs. The teaching of History is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Aims (Intent)

At The Holy Spirit, our rich and varied History curriculum has been carefully designed to engage, challenge and inspire curiosity about Britain's past and the wider world. We want children to be able to ask perceptive questions, think critically, weigh evidence and sift arguments. These skills will enable our learners to develop their perspectives and judgement as historians. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. In understanding periods, events and people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it. We utilise our local area to bring various aspects of the subject to life.

These aims are achieved by providing:

- Challenging, motivating and relevant History lessons
- First-hand experiences, placing an emphasis on enquiry through examining historical artefacts and photographs, amongst other primary and secondary sources.
- Visits to places of historical interest especially in the local area
- Visitors to come into the school and talk about their experiences of events in the past



- Question and answer sessions, discussions and debates about historical issues
- Presentations, role play and storytelling.
- Opportunities to record/showcase ideas in a variety of ways.

Organisation (Implementation)

The Holy Spirit uses the National Curriculum scheme of work as the basis for our curriculum planning, relating this to the local context and enriching it through the use of the Historical Association. History runs on a two-year rolling programme in both key stages and is delivered termly, ensuring coverage of the National Curriculum strands.

We carry out curriculum planning in history including long term and medium term plans. The long term plan highlights the history topics studied in each term during each key stage; this is devised in conjunction with the geography subject leader to ensure that the humanities complement each other throughout the year. Class teacher's complete medium term plans with the help of the History overview to sequence learning and to ensure knowledge and skills across a topic are built upon to form a fully cohesive unit of learning.

The Historical Association provides staff with high quality planning, suggested resources and training opportunities ensuring teachers have the professional knowledge and tools to deliver exciting and progressive History lessons. At The Holy Spirit we have adapted The Historical Association scheme to suit the needs of our children.

The Early Years Foundation Stage

As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the History aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

Wider Opportunities

At the Holy Spirit we provide our pupils with opportunities to learn about history in many different ways. We provide opportunities in KS1 and KS2 for pupils to learn about the past through first hand experiences for example visiting museums, handling artefacts, visitors, places of historical interest and historical sites. We also ensure that children experience local history inspired trips.

Resources

General History resources are stored in the resource cupboard and can be easily accessed by all staff. Topic books are accessible in the library under relevant headings. All staff in school are provided with the necessary details to access the Historical Association online. The Historical



Association provided staff with planning, resources and opportunities for CPD. Staff have access to the Education Library Service and can order topic boxes and resources fortnightly.

Inclusion

At the Holy Spirit, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND, have the chance to succeed and thrive. These experiences will help build on each child's cultural capital ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

Assessment and Recording of Work

Assessment is recorded against key statements for which pupils attain at or below the expectations for the year group. Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

- Teachers observations of pupils
- Teacher/pupil discussions
- Teacher questioning
- Examples of work
- Self-evaluation
- Photographs
- Termly assessment against key objectives for a unit of work

Teachers begin units of work with a recap of prior learning and assess the first and final history lessons to show progression across the unit. All lessons begin with recall questions based on a previous lesson/lessons and there will be opportunities throughout the unit of work to carry out low stake testing for example quizzes. At the end of the topic, teachers assess key knowledge and skills based on whether children have demonstrated through their work that they have met the National Curriculum objectives and progression guidance for their phase. This helps the History Coordinator to monitor progress and attainment in history across the school.



Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History Coordinator and SMT. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of History teaching across the school. The History Coordinator monitors the quality of teaching and learning, progress and attainment in History through; staff voice, lesson observations, recordings of lessons and analysis of the data which is completed on the relevant assessment grid at the end of each topic. The History Coordinator will write an annual action plan in which she will evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Continuing Professional Development

Training will be arranged as and when deemed necessary by the History Coordinator in response to subject monitoring. CPD opportunities are readily available for staff through the Historical Association on a needs to basis. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

Review

This policy will be reviewed annually in response to the review of our Curriculum.