



# St Mary Abbots Church of England Primary School

2 Kensington Church Court, London, W8 4SP

## History

### 1. Objectives

#### 1.1 Purpose

At St. Mary Abbots Primary School, it is our aim through the teaching of history to stimulate the children's interest and understanding about the lives of people who lived in the past. Through the teaching of historical skills, children are encouraged to question, analyse and interpret evidence, in order to make connections, comparisons and develop their own views and judgements based on sound historical methods. There is an emphasis on chronology and increasing an understanding of the manner in which people and events have shaped our past and present.

#### 1.2 Aims

Through outstanding teaching and learning of History, we aim for children to:

- Foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- Inspire an appreciation of the extraordinary impact of significant individuals on the past and present;
- Enable children to know about significant events in history, and to appreciate how things have changed over time;
- Understand history through a coherent, chronological perspective;
- Have some knowledge and understanding of historical development in the wider world;
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## **2. Curriculum Planning & Organisation**

### **2.1 National Curriculum 2014**

History is planned in line with the National Curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and that these are built on through the school. Certain topics will have an in depth focus on history but during other topics the focus is on geography. This enables children to become immersed in the subject for these focused periods of time; deepening their knowledge and creating greater opportunities to apply their historical skills. During periods where History is not a focus, links between the skills of research, investigation and evaluation in History and Geography are re-enforced.

### **2.2 Phases of Planning**

We carry out curriculum planning in history in three phases (curriculum map, medium-term and weekly plans). The curriculum map outlines the history topics studied over the year in each key stage; which is through topic based learning. The children study history topics in cross-curricular fashion. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. The subject leader reviews medium-term and weekly plans on a regular basis. The class teacher writes weekly plans for the teaching of History; these plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject leader discuss them on an informal basis.

## **3. Teaching and Learning**

### **3.1 Teaching and Learning Styles**

History teaching focuses on enabling children to think as historians. History learning is often placed at the heart and used as a cross-curricular path to other subjects. In each key stage, we try to bring history to life by giving children the opportunity to visit sites of historical significance and encouraging visitors to come into the school to talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given.

### 3.2 Differentiation

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty, some children not completing all tasks.
- differentiating tasks by ability e.g. 1, 2, and 3 smiley faces.
- differentiating resources and adult support to ensure all children access their learning.
- creating opportunities to develop oracy and deepening understanding of historical vocabulary and abstract terms.

## 4. Key Stages

### 4.1 Foundation Stage

History is taught in reception classes as an integral part of the topic work covered during the year. It makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives. The children start to think about past and present events and the passing of time by learning about their own history. As with KS1 and KS2, history contributes to learning in Understanding the World and other areas of learning in the revised EYFS Framework including Communication and Language, Personal, Social and Emotional Development, Literacy and Mathematics.

### 4.2 Key Stage 1 and 2

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class.

## 5. History Teaching in Other Curriculum Areas

### 5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class.

### 5.2 Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers through activities such as creating time-lines and through sequencing events in their own lives to develop a sense of chronology. Children also learn to interpret information presented in the form of graphs or diagrams.

### 5.3 Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### 5.4 Computing

The use of computing and technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, researching information on the Internet, and presenting information through *PowerPoint*.

## 5.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children 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 children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **6. Equal Opportunity**

### 6.1 Learning Opportunities

At St Mary Abbots, we implement the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we deliver learning opportunities that enable all pupils to make outstanding progress. We endeavor to meet the requirements of those pupils with special educational needs, disabilities, special gifts and talents, and those learning English as an additional language. Realistic steps are taken to achieve this. For further details, see the relevant separate policies.

### 6.2 Progress

When progress falls considerably outside the expected range, the child may have special educational needs. A range of factors are considered in assessing any potential learning barriers - differentiation, learning resources, teaching style, and classroom organisation. This allows us to take additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the target levels. This helps to ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, (e.g. a visit to an archaeological dig) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment:**

### **7.1 Class Teacher**

Children demonstrate their ability in History in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

### **7.2 End of Year**

At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use these levels as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

## **8. Sources & References**

This policy has been developed with reference to the national curriculum and has been cross-referenced with the following school policies; English, Maths, ICT, Special Educational Needs, Equality and Diversity and Promoting British Values.

## **9. Resources**

There are sufficient resources for all History teaching units in the school. We keep these resources in a central store where equipment for each unit of work is kept. The studium contains a good supply of History books to support children's individual research. These are kept under review and we regularly invest in our History resources, ensuring that we have a range of interesting and stimulating materials in different formats.

## **10. Homework/parent partnership**

10.1 History homework is not routinely set; however, English homework may have a historical focus or where appropriate holiday homework will be used to encourage historical research at the beginning of a new topic. Each term there could be a topic based home learning project set which will have a reference to History learning. An overview of the curriculum is also handed out at the 'Meet the Teacher' meeting at the beginning of the academic year to support parents in

discussing and exploring these topics with their children.

## **11. Monitoring and Evaluation**

11.1 It is the responsibility of the History coordinator to monitoring of the standards of children's work and of the quality of teaching in History. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides the Head Teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

**Policy produced by Mr.S.Adkins (History Co-ordinator) now Miss Adamson**

**Date: April 2017**

**Next Review: April 2019**