

St George's C. E. Primary School



History Policy

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Approved by: SLT

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St. Georges C of E (controlled) Primary School

History Policy



Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, responsibility, perseverance and forgiveness, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

Intent

At St George's C of E Primary School, we aim for our children to develop knowledge of key historical national and global events. We aim for the children to understand where each period of time fits within the chronology of history as a whole. As a result, our children revisit previous topics throughout their education at St. George's.

From an early age, we ensure that all children take an active part in investigating the past and enjoy a range of first and second-hand experiences. All the children have the opportunity to use a range of resources and artefacts to investigate the past. Additionally, our children experience exactly what life was like in the past through educational visits, external experts and topic-themed days. As well as curriculum-based topics, the children are involved in recognising significant dates, people and events (Black History Month, St. George's Day etc.)

Overall, we want all children to develop a love of history and create memories that they will remember for the rest of their lives.

Aims and Objectives

Through the teaching of history we expect our children to:

- Develop an understanding of how the lifestyles of people in the past differed from today.
- Develop knowledge of significant people from Britain and from the wider world.
- Develop knowledge of key historical national and global events.
- Develop a sense of chronology and use language related to the passing of time.
- Think about why things happen and link cause and effect.
- Use a range of resources, including ICT, to find out about the past.
- Understand that there are different versions of past events.
- Develop a knowledge and understanding of local history.
- Take an active part in investigating the past and enjoy a range of first and second hand experiences.

To enable our children to achieve these aims we plan to develop the following skills:

- To listen to, retrieve, investigate and question information.
- To formulate their own opinions and ideas regarding historical information and events.
- To communicate information in appropriate ways, including talking, writing and using ICT.
- To share and exchange historical information and ideas.

- To be able to extract different information from a variety of sources e.g. primary (artefacts) and secondary (pictures, books, the Internet).
- To evaluate the value and reliability of a source.

We aim to create a positive attitude by encouraging our children to:

- Develop an enthusiastic and enquiring approach to history.
- Have confidence when discussing historical events and be able to put forward their comments and views.
- Work cooperatively and independently.

Planning

Planning has a clear focus that is based on enquiry and incorporates elements of the QCA schemes of work. Planning is done at three levels:

Whole school (long term)

Class (medium term)

Individual teacher's weekly planning (short term)

Teachers plan specific learning intentions and success criteria for their history lessons based on developing children's skills, knowledge and understanding in specific topic areas. Wherever possible, teachers make cross curricular links between the history topics taught and other subjects. They provide a wide range of contexts for learning to take place, in order to enrich learning and to allow children to apply their skills in a variety of situations.

Teaching and Learning

History is taught in topics specific to each year group. In addition, stories about significant British and global historical events and people are taught as part of assemblies. When there is a whole school focus on a particular historical event, such as the Olympics or the King's coronation, learning activities relating to these are planned in addition to the historical topics taught in year groups.

At Phase 1, children will develop an awareness of the past and the ways in which it is different from the present. They are taught about the lives and lifestyles of people in the recent and more distant past. Through themed topics such as 'Toys' and 'Homes Long Ago' the children begin to develop an understanding of change over time.

At Phase 2, children study particular time periods and draw links between people, places and events over the periods studied. Children learn about British history during the topics of The Stone age to Iron age, Vikings and the Tudors. In their study of The Ancient Greeks, children learn about a key European civilisation. Children learn about world history during the topic of The Ancient Egyptians and The Kingdom

of Benin. Finally, they explore how their local area has changed in their study of The Romans and their local history study.

The following key concepts are threaded through our curriculum: monarchy, civilisation, settlement, empire, invasion, religion and conflict.

Key skills are taught within the context of these historical topics. The key skills include: chronological understanding, historical interpretation, comparing and contrasting and historical enquiry.

Opportunities are made for children to develop an investigative/ enquiry approach by studying primary and secondary evidence. Historical visits are actively encouraged to enable children in all classes to experience museums and local historical sites. Visitors are invited into the school to enrich learning. All visits must meet the requirements as set out in the Health and Safety policy and full risk assessments must be carried out prior to the visit.

Wherever possible, links are made with other areas of the curriculum, particularly in ICT, English and the Arts. ICT is used as a tool for researching, communicating and exploring the history topics studied.

Emotional Health and Wellbeing

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning in History and support the children who may find aspects of this subject challenging.

Resources

Resources are kept within each appropriate year group and reviewed annually. In topic boxes, classes have a range of historical books and artefacts relating to that historical period. A list of useful websites is also available for teachers; this includes teaching resources and suitable websites for children to use for research.

Assessment

Assessment of pupil work and progress is on-going by the class teacher and informs future planning. Prior knowledge is assessed at the beginning of each topic by a variety of methods, including mind maps. In each learning activity, children self assess their work against the success criteria. At the end of a topic, overall summative assessment is carried out in various (age appropriate) ways and children are given the opportunity to find the answers to any questions they have after evaluating their learning in the topic.

Special Needs and Equal Opportunities

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan inclusive learning experiences. Some children are given additional support, either individually or in small groups, where necessary. (See Special Educational Needs policy).

More Able/ Gifted and Talented

Learning activities are always adapted to meet the needs within a class. More able and Gifted and Talented children are challenged by: expectation of outcome, support, resource or lesson input. These children are given opportunities to extend their learning through problem solving, investigation and open-ended activities. The learning criteria set and the questioning used broadens children's knowledge and understanding, whilst extending and challenging them; the children are actively involved in this process. (See More Able, Gifted and Talented policy).

Homework

In Phase 1 and 2, children are asked to complete research or other homework based activities linked to their history topic. These are often displayed, shared and celebrated during Phase assemblies.

Roles and Responsibilities

Governor: Involved in the monitoring process, curriculum developments and any initiatives taking place. This is achieved by meeting with Head Teacher, SMT and Curriculum Coordinators.

Head Teacher/ Deputy Head: Responsible for the overall curriculum development and monitoring of teaching.

Subject Coordinator:

- Responsible for ensuring the development of subject resources and the curriculum.
- Supports the staff in planning for and teaching their subject.
- Monitors the quality of teaching and learning and the breadth of topics covered through observations of lessons and reviews of teacher's plans.
- Scrutiny of quality children's work during an annual book trawl.

Teacher: Individual teachers are responsible for implementation of each subject policy. They are responsible for planning appropriate learning experiences that teach key skills whilst developing the required knowledge and understanding. Teachers are responsible for assisting the coordinator in the monitoring and recording of pupil progress in each subject.

Review and Evaluation

This policy has been edited in January 2024 by the History Coordinators. It will be reviewed bi-annually.