



# Hoole St. Michael Church of England Primary School

## History Policy

Member of staff responsible: L Horn

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Date to be reviewed: April 2021

*'I can do all things through Christ who strengthens me.' Philippians 4:13*

### **Mission Statement**

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

### **Overall Intent of our School:**

*Achieving excellence within the light of God.*

We encourage our children be **bold and courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge** to **prepare them for the future**. As a small Christian family, children **build strong relationships**, learn to **work together** and **support each other** through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences and love of learning**.

### **1. Aims and objectives**

- know and understand the history of these islands as 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
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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 analyses

- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political,

## **2. Teaching and learning style**

At Hoole St Michael our curriculum is designed with the schools' vision and ethos at the forefront 'achieving excellence within the light of God'. History teaching focuses on enabling children to think as historians and providing them with a meaningful and enriching learning opportunities. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest 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.

We recognise the fact that in all classes there are children of widely-different abilities 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child.

## **3. History curriculum planning**

We use the National Curriculum 2014 for history as the basis for our curriculum planning in history, but we also use the Lancashire Planning Documents. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we designed a whole school history overview so that the children are increasingly challenged as they move up through the school. This overview ensures that learning and skills are progressive and build upon previous learning. Children are able to make links between what they are learning and work that has been previously taught.

## **4. Foundation Stage**

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side 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. History makes a significant contribution to the ELG objectives of 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 new and old in relation to their own lives.

## **5. The contribution of history to other subjects**

### **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 lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. In the hall we have a whole school timeline that is used by each class to plot events in history and develop their understanding of chronology. Children learn to interpret information presented in graphical or diagrammatic form.

### **Computing**

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work in history at Key Stage 2. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the I Pads to record and use photographic images.

### **Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having 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, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **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. Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

## **7. Resources**

There are sufficient resources for all history teaching units in the school. Each member of staff keeps a set of resources in their cupboard that can be easily accessed when teaching the appropriate unit. The library contains a good supply of topic books and software to support children's individual research.

## **8. Inclusion**

At Hoole St Michael, we aim to:

- Provide for all children so that they achieve as highly as they can in history according to their individual abilities;
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Choose learning objectives which are related to the aspect on which the whole class is working.

If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective.

We will also consider whether a child has other priority needs that are central to their learning (for example a need to concentrate on some key skills) and plan accordingly.

## **9. Role of the Subject leader**

The Subject Leader at Hoole St Michael (Louise Horn) is responsible for improving the standards of teaching and learning in history:

The Subject Leader will:

- Monitor and evaluate history through lesson observations, pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and support colleagues in their CPD
- Attend any training for history
- Purchase and organise resources
- Keep up to date with recent curricular history developments

## **10. The Governing Body**

Regular reports are made to the governors on the progress of history provision.

## **CONCLUSION**

The History Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning

**This history policy will be reviewed by the history subject leader.**

**Date for next review of this document-**

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of SEC)*

Signed..... Date:..... *(Headteacher)*