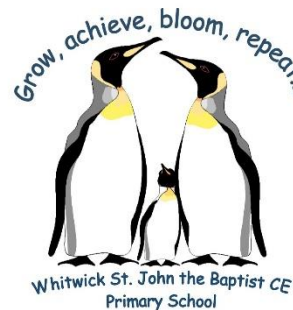


# Whitwick St. John the Baptist C.E. Primary School

## History Policy



### Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*



Agreed by Staff: January 2022  
Agreed by Governors: March 2022

Signed (Chair): \_\_\_\_\_ Date: \_\_\_\_\_

# History Policy

## 1.0 Whole School Vision, Ethos & Aims

### **Our Whole School Vision**

#### **Grow, Achieve, Bloom, Repeat**

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including History, are underpinned by our vision.

### **Our Whole School Curriculum Drivers**

Community and Culture	Communication	Confident Individuals	Ambition & Opportunities
Individuals who take pride in their own community and respect and embrace the culture of others.	Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Individuals who are confident in taking the next-step in their education.	Individuals who embrace opportunities and have ambitions for the future

## 2.0 Our School's Vision for History

At Whitwick St John the Baptist, we believe that through History, children learn from their past to understand their future. Our pupils are able to start understanding 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.

## 3.0 Rationale

History develops children's chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

## 4.0 Aims

The teaching of history should allow children to:

- develop an understanding and interpretation of the local, national and global history,
- develop a sense of time and understanding of History in its chronological setting,
- develop practical skills of first and second hand investigations and research and introduce pupils to the process of historical enquiry,
- develop an interest and enthusiasm for the study of the past

## 5.0 Programme of Study

### **Years 1 to 6**

For Years 1 to 6 we follow the National Curriculum Programme of Study for History.

The History Attainment Target is split into five areas:

- Chronological understanding,
- Understanding of events, people and changes in the past,
- Historical interpretation,
- Historical enquiry,
- Historical organisation and communication.

### **Foundation Stage**

In the Foundation Stage children develop their historical understanding through Understanding of the World. Children develop knowledge, skills and understanding through play-based learning, which forms a basis for later work in history.

## 6.0 How history is taught

Throughout the school the children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development.

These will include:

- sequencing events and developing a sense of chronology
- knowledge of causes and effects of events
- knowledge and understanding of events, people and changes in the past
- identification of differences and similarities between periods
- the understanding that historical events can have different interpretations
- the examination of primary and secondary sources
- communicating knowledge and understanding they have acquired
- visits to the locality, museums etc.
- visitors to school

### **Cross Curricular opportunities**

History is a subject that particularly lends itself to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. English skills, including spelling, grammar and punctuation, as well Maths strategies and applications should be embedded and integrated into the history curriculum.

## 7.0 Assessment

Assessment of the children's work, skills and knowledge will be made using:

- written work
- questions and answers
- whole class and group discussions
- discussion between individual children and the teacher
- observation
- comparison with relevant age related descriptors
- comparison with key stage programmes of study

- comparison during whole school themed weeks

## **8.0 Roles and responsibilities**

For full roles and responsibilities of the curriculum, please reference the curriculum policy.

### **Curriculum Leader**

The Curriculum Leader maintains an overview of the curriculum provided by the school for history and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

### **Subject Leader**

The history lead ensures that all the aspects of the National Curriculum content are covered within the Curriculum and Progression Maps. The maps feed into the wider curriculum medium-term plans written by class teachers. The subject leader will review the Curriculum and Progression Maps and medium-term plans to ensure that children's learning becomes increasingly more challenging and progressive as they move through the year groups. They maintain an overview of standards within their subject.

The subject leader also produces annual action plans for their subjects; supports the writing of medium-term plans of class teacher; analyses the standards within the subject; provides or signposts staff towards training and resources and engages in developmental work/ research projects with external colleagues.

The subject leader monitors and evaluates the standards achieved by children. They evaluate the quality of teaching and learning in their subject through a range of monitoring activities which include: lesson views, learning walks, data analysis, book views and pupil interviews.

The subject leader will take the opportunity to develop their leaderships skills within the subject through a range of opportunities which include external courses, attendance of local school networks and In-service training.

### **Class Teacher**

Class teachers have the final responsibility to produce class specific, medium-term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

## **9.0 Parents**

We recognise that parents make a significant difference to children's progress and encourage this partnership. We aim to strengthen this link through:

- Providing half termly topic maps that involve parents of the content being taught that half term,
- Provide feedback in the 'End of Year School Report',
- Signpost external opportunities to parents,
- Provide useful links on the website.

## **10.0 Special Education Needs and Disabilities**

The teaching of history takes into account both the Special Education Needs and Disabilities Policy and Equality Policy. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

## **11.0 Health and Safety**

As with all activities in school, teachers need to ensure that teaching in history promotes health, safety and the well-being of children in line with the Health & Safety policy.