

HISTORY AT HOLY FAMILY CATHOLIC PRIMARY SCHOOL

What is History?

The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it, helps pupils make sense of the world in which they live. History therefore can mean two things: the past and the study of the past.

Aims

The aims of history at Holy Family Catholic Primary School are:

- 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;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to enable children to understand that sources of various kinds (e.g. oral, pictorial, artefact, written) can provoke questions about the past;
- to help children look for similarities and differences between life today and at times in the past.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. 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 recognize and value the importance of stories and role-play 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 recognize 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 aim to incorporate mind based learning techniques in our teaching of history.

We provide suitable learning opportunities for all by;

- setting common tasks which are open-ended and can have a variety of responses;
- planning trips, inviting visitors, using artefacts, links with Prescot Museum, to enthuse and motivate children’s learning.
- setting tasks of increasing difficulty. Not all children complete all tasks;

- when appropriate, grouping children by ability, setting different tasks in order to better meet the needs of the children.
- providing resources of different complexity depending on the ability of the child;
- providing opportunities for visual, auditory and kinaesthetic learners to access all materials;
- using classroom assistants to support children individually or in groups.

History Curriculum Planning

We use the International Primary Curriculum (IPC) for the teaching of history. This is a topic based approach incorporating cross curricular opportunities which enthralls children's learning and encourages depth of learning. Through this approach, teachers provide opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the curriculum. This ensures that the children are increasingly challenged as they move up through the school.

Using IPC, we carry out curriculum planning in history in three phases – long-term, (Year's coverage) medium-term (IPC Topic Information) and short-term – this can be annotation of IPC topic information. A curriculum map is provided by IPC which checks coverage against National Curriculum ensuring there are no gaps in the teaching of history.

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 are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They are also provided with the opportunity to use drama within their history lessons. Children develop their writing ability by composing reports, recounts, letters and diary extracts 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. Children learn to interpret information presented in graphical or diagrammatic form.

Information and Communication Technology (ICT)

Children use ICT in history to enhance their skills in data handling and in presenting written work. They research information using the Internet and have the opportunity to use the various technology to record their work.

Personal, Social, Health and Citizenship Education

History contributes significantly to the teaching of personal, social, health and citizenship education. 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. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Teaching History to Children with Special Educational Needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment allows us to consider each child's attainment and progress. We enable children to have access to the full range of activities involved in learning history

Assessment, Recording and Reporting

We assess children's work in history against criteria given by IPC Assessment for Learning which uses National Curriculum as guidance. Here assessments are made as to whether children are at beginning stage, developing stage or mastering stage. In these assessments teachers are able to make judgements as to whether children are achieving at, below, or above national expectations. Staff also use on-going assessments against learning objectives to inform planning and to ensure appropriate teaching and learning opportunities are being planned and taught.

The Senior Leadership Team looks at samples of children's work from all age groups on a termly basis. The work submitted by the class teacher represents work completed by all ability groups within the class.

(See also Holy Family Assessment and Marking Policies.)

Resources

The International Primary Curriculum provides numerous resources for the topics taught, However, teachers will also add to these resources and are currently building up resources for the topics taught for future use / reference.

Resources used prior to the implementation of IPC are also utilised in supporting the IPC topics. These are organised into boxes and are kept in a central store. The library contains a selection of topic books. The Library Assistant keeps a list of resources and books available which is updated on an annual basis.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the Curriculum Team. The work of History Policy - Community and Well-being Team - Jul 2011

the Curriculum Team 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 team shall also encourage positive delivery of the subject throughout the school.

Signed:

Date: