



History Policy

Aims

The aims of History at St Hilary's School are:

- To foster in pupils a curiosity about life, key people and events in the past;
- To develop a sense of chronology;
- To develop a knowledge and understanding of a broad range of historical periods and the influence they have had on the present day;
- To develop the necessary skills to select and interpret historical sources;
- To develop an understanding of historical skills such as cause and consequence, similarity, difference and significance;
- To foster research and presentation skills.

We actively promote democracy, the rule of the law, individual liberty and mutual respect and patience of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Objectives

Through our teaching we try to meet the following objectives:

- To introduce pupils to what is involved in understanding and interpreting the past;
- To enable pupils to understand how the past has influenced the present;
- To encourage pupils to understand the nature of evidence by emphasising history as a process of inquiry and developing the range of skills required to interpret a range of source material;
- To help pupils develop a sense of identity through learning about the development of their local area, Britain, Europe and the world;
- To develop an understanding of how the past is represented and interpreted;
- To develop pupils' values and attitudes about the past and to have an increasing understanding of the values and attitudes of others;
- For pupils to be enthused about history and enjoy learning / finding out about life in the past.

Teaching and Learning

At St Hilary's School, we ensure coverage of most of the 2013 National Curriculum programmes of study and beyond through a detailed scheme of work. The department has included additional topics to further enable pupils to study an aspect or theme in British history that extends their chronological knowledge post 1066 and learn about further significant periods in British history. Most notably, the Reformation of the English church in Tudor times, the important role of propaganda and the changing role of women during World War Two. Year 6 pupils also learn about the impact of Activism on British society by studying the work of the suffragette movement, comparing the American and British Civil Rights movements as well as environmental activism. The History department believe that this thematic study benefits Year 6 students as it introduces them to many relevant and important current debates.

History is a foundation subject within the National Curriculum. Throughout their time in school, children spend approximately the same amount of time on History as Geography. In Pre-Prep the children complete three units of History each year. They are closely linked to topic areas in other curriculum subjects and are

taught in both cross-curricular and stand-alone lessons. In Pre-Prep and Prep children undertake approximately one hour per week. In Years 4, 5 and 6, History is taught every other half term in rotation with Geography.

Planning and Curriculum Content

Plans for History are written termly or half-termly according to the Scheme of Work. The Scheme of Work sets out the key objectives to be reached as part of that units teaching. Planning explains how those objectives should be met and how the meeting of those objectives will be assessed. There is a long-term overview which shows which topics/periods of history are to be covered in each half term.

LONG TERM PLAN this gives an overview of the topics to be studied over the academic year.

SCHEME OF WORK The Scheme of Work is produced by the Head of History and is amended annually with input from class teachers. This gives more detail to the Long-Term Plan and provides a framework for the Medium-Term Plans.

MEDIUM-TERM PLANS Teachers plan lessons using the framework of Medium-Term Plans which meet the needs of their class and deliver the scheme of work taking account of information gained through marking, questioning and assessments.

In Early Years Foundation Stage and Pre-Prep, pupils will develop an awareness of the past and the ways in which it was different from the present. They are taught about the lives and lifestyles of people in the recent past and about famous people and events in the more distant past. They will begin to develop an understanding of change over time.

During Prep, pupils will build on the work begun in Pre-Prep. By the end of Prep, they will have developed their knowledge, understanding and skills in History by studying a range of historical units as set out in the long-term plan and scheme of work.

Much of the work undertaken by pupils will have an investigative /enquiry approach. By studying primary and secondary evidence, pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.

Lessons are planned to provide opportunities for pupils to develop, apply, and make progress within the wide range of historical skills and concepts identified in the key elements: chronology; change over time; social, cultural, religious and ethnic diversity; historical interpretation.

Visits and fieldwork are an important part of a pupil's educational experience. They must meet the requirements as set out in the Educational Visits Handbook. Careful preparation will ensure that pupils are given tasks appropriate to their ability, which will develop their skills of observation, questioning, recording etc.

In History lessons, children work in a variety of ways including independently, in pairs, in groups and as a whole class. Teachers differentiate work in a variety of ways to meet the need of individual pupils.

Assessment, Recording and Reporting

Teachers use ongoing informal assessment to inform planning, to ensure that work is matched to the needs of the children and to ensure progression. In Pre-Prep, teachers keep track of pupils' progress through marking against learning objectives, observation, questioning and teacher assessment at the end of each unit.

In Prep, pupils in Years 3 and 4 are assessed through questions and answers, observation and monitoring of their written work and whilst completing class activities. In Years 5 and 6 pupils have more formal assessments at the end of each topic when they are not preparing for their 11+ examinations. These tests are designed to test pupils' understanding of a topic as well as their ability to work with historical sources. These results are used to fill in the assessment grid sheets found in the V3 folder using the assessment

criteria found in the HOD folder under the title 'Assessment criteria'. These results are used by the teachers to assist in the planning of lessons.

A summary of each individual child's progress and attainment in History is included in an annual written report to parents.

Cross Curricular Links

Teachers look for opportunities to exploit cross-curricular links and to give children opportunities to apply and further develop their knowledge, skills and understanding in one subject whilst learning another. Children are helped to see links between different areas of the curriculum and to appreciate how knowledge, skills and understanding in one area contribute to learning others.

Early Years Foundation Stage

The Early Years Foundation Stage builds upon children's previous learning to develop the crucial knowledge, skills and understanding that enable them to make sense of the world. The Early Learning Goals (towards which children work during the Early Years Foundation Stage) which lay the foundation are outlined in the Area of Learning – Knowledge and Understanding of the World. Opportunities are provided for children to find out about past and present events in their own lives, and in those of their families and other people they know.

Resources

Resources for History are stored in the classroom of the teacher teaching that unit. There are also a number of PowerPoint displays for use within the lesson. If new resources are required members of staff need to alert the Head of Department, this will ensure we always have a complete range of resources for the effective delivery of the unit.

Special Educational Needs

We ensure that all children have access to a full and appropriately matched history curriculum. Teachers take account of a child's Special Educational Needs when planning lessons to ensure that the maximum possible progress is made and that where possible factors which limit progress are minimised / eliminated. These needs include any that may impact a pupil's ability to connect with the material, such as EAL or pupils with an EHCP.

More Able, Gifted, Talented and Passionate Pupils (MGTP)

We also ensure that children who have a particular aptitude with History or a passionate, are challenged and provided with the opportunity to extend their thinking and learning in the subject. This may be through differentiation or extended tasks to complete at home or in school. The department encourages pupils in Years 3-6 to participate in the Historical Association competitions.

Monitoring, Evaluation and Review

A key aspect of the Head of Department's role is to monitor, evaluate and review the History curriculum and learning which takes place throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils and observing in lessons.

Staff Development

Staff are encouraged to identify areas in which they feel they may benefit from further development / training. Training needs may also be identified by the Head of Department or the Training Co-ordinator. Training may be provided in a variety of ways including in school training and attendance of courses. The Head of Department will ensure that staff are aware of training opportunities available in history.

Other Related Policies

- SEND Policy
- Marking, Assessment and Recording Policy
- Curriculum Policy

- All other curriculum policies
 - The National Curriculum Key Stages 1 and 2
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Reviewed: June 2021, June 2022, June 2023, June 2024

Next review date: June 2025

Person responsible: Mrs Nikki Cooper (Head of Humanities)