

ST JAMES' RC HISTORY POLICY

**Faith in action,
Growing together,
Walking in the footsteps of Christ.**

AIM

Through history we aim to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world;
- Introduce children to what is involved in understanding and interpreting the past;
- Enable children to reflect on how decisions in the past affect their lives today.

TEACHING AND LEARNING

At St James' we believe that the characteristics of high-quality teaching and learning of History are:

- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

DELIVERY

The National Curriculum History Programmes of Study sets out what should be taught in all aspects of History for each Key Stage and the standards expected of pupils as they progress.

EARLY LEARNING GOALS

History at St James' supports the Early Learning Goals of:

- Communication and Language;
- Literacy;
- Mathematics;
- Understanding of the World;
- Personal, Social and Emotional Development;
- Expressive arts and design.

PLANNING

At St James' we teach one or two units of work per year depending on the year group. Children will learn about history in chronological order to help understand similarities and differences. Staff should refer to the programme of work for further details.

HISTORY PROGRAMME OF WORK

KS1		Autumn	Spring	Summer
	Year 1	Changes in living memory		
	Year 2	Explorers		The Great Fire of London

Lower KS2		Autumn	Spring	Summer
	Year 3	Changes in Britain from the Stone Age to the Iron Age (1000BC)		Ancient Greeks (12 th - 9th century BC)
	Year 4	Ancient Egypt (3150 BC to 30 BC)		The Roman Empire and its impact on Britain (27BC – AD 286). Britain's settlement by Anglo Saxons and Scots. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD410 to AD1066)

Upper KS2		Autumn	Spring	Summer
	Year 5	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900		
	Year 6	World War II (1939 to 1945) (A local history study)		

TIME

At St. James' we teach the topic for one hour a week for the whole term allocated.

DIFFERENTIATION

Children are given an activity to achieve by the end of the lesson. This does not need to be a written output. If it is a written output, reasonable adjustments are made. Medium Term Plans indicate an expectation for emerging, expected and exceeding children.

GROUPING

Depending on the unit of work children can work individually, in pairs, or in small groups.

ASSESSMENT

Staff should refer to the Assessment for Learning Policy. Children should be given a chance to express what they know at the start of a topic, followed by a vehicle for assessment at the end of the topic. This will show the level of each child's understanding. The staff refer to the National Curriculum and Early Learning Goals for assessment purposes.

MARKING

The staff at St James' refer to the Marking and Presentation Policy. Effective marking should aim to offer children constructive feedback. The pupils should be given opportunities to:

- Discuss and debate;
- Question and explain;
- Compare and interpret.

KNOWLEDGE, SKILLS AND UNDERSTANDING

At Key Stages 1 and 2 teaching should ensure that knowledge, skills and understanding are applied when developing:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation/Historical enquiry;
- Organisation and communication.

HISTORY AND OTHER SUBJECTS

At St James' we link History to all other subjects in a variety of ways, such as:

- Reading and responding to a range of sources of information;
- Taking part in discussions;
- Asking and answering questions about the past;
- Describing and explaining events and actions;
- Presenting findings in a variety of ways.
- Using dates to calculate the length of time between events.
- Carrying out calculations from databases as part of historical enquiries into trends and developments;
- Using the internet selectively to find information for historical enquiries.
- Developing databases;
- Sorting, editing, re-organising and structuring information on screen;
- Presenting findings.

RESOURCES

History equipment is kept in classrooms according to the units being taught.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: autumn 2022

It will next be reviewed in: autumn 2025

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)