

# St. Mary's Church of England Primary School

## Fownhope

## HISTORY POLICY



***What we nurture today, flourishes tomorrow***

**UPDATED MAY 2020**

*A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".*

## **Introduction**

At St Mary's we want to give our children a high-quality history education, helping pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to fire their curiosity about the past through critical thinking, asking questions, weighing evidence and developing perspective and judgement.

History helps our children to think about how the past influences the present and to identify their own position in their local community and the world – to understand the complexity of people's lives, the process of change, the chronology of time and the diversity of societies and relationships between different groups.

Fownhope and Hereford have a wealth of history and through studying the children's own locality we hope to develop an inquisitiveness and understanding of their own cultural roots and in particular a pride in their shared inheritance.

### **Aims:**

For children to:

- Know and understand the history of the British Isles, making comparisons and connections between the present and the past in Fownhope and the towns and cities beyond, and then the wider world.
- Develop an excellent knowledge and understanding of people, events and contexts from a range of chronological historical periods, significant historical periods in British history, local history relevant to Fownhope and the surrounding area and of historical concepts and processes, such as continuity and change, cause and consequence.
- Be given the opportunity to think critically and enquire about history, using evidence to support their explanations and judgements.
- Develop the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. Record and present their findings in a range of different ways.
- Gain a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways, making links to previous learning.

For teachers to:

- Provide a love of learning about history and encourage a sense of identity;
- Help children develop a range of skills and knowledge related to finding significant issues about the past;
- Teach children about the cultures, countries and heritage of different people around the world;
- Embed a knowledge of chronology, to enable children to organise their understanding of the past;
- Develop children's enquiry skills through providing a range of primary and secondary sources, looking at evidence and engendering confidence to interpret between fact and fiction.

### **Curriculum organisation and content:**

At St Mary's we aim to teach an enriched history programme, through a cross-curricular topic approach, where possible following the National Curriculum guidelines. Planning is based on our Intent, Implementation and Impact statement, mid-term planning and updated on our weekly summaries.

### **Objectives:**

For children to develop their learning through:

- using a wide range of resources such as the use of local Hereford school library loan boxes, the museum service, artefacts – both primary and secondary and ICT resources
- participating in outside visits, fieldwork, working with visitors (Fownhope local history society) and special events celebrated in school e.g. Remembrance week and through assemblies
- using a wide range of learning strategies – working independently or collaboratively and developing knowledge through use of drama, dance, interviewing people, sharing and telling stories from the past.

When there are mixed age year groups, medium term planning is on a 2-year rolling programme.

**Please refer to ‘Intent, Implementation and Impact statement’ for more detail.**

### **Curriculum access**

At St Mary’s each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. We want to create a learning environment rich in resources that support all children’s learning. Teachers will identify those children who require additional support and provide suitable resources e.g. adapted questions/information, worksheets, activities, overlays etc. Use of a teaching assistant, working in a small group or with a partner will be planned into activities for curriculum access, where needed.

### **Reception –**

History in the EYFS curriculum is not a stand-alone subject and comes under the strand ‘Understanding the World’ which is broken up into 3 smaller strands:

- People and communities
- The world
- Technology

The first two strands relate well to history and the early learning goals for these are:

### **People and communities**

In this strand children discuss the past and present events in their own lives and the lives of family members. They are sensitive towards others, understanding that everyone is different – amongst themselves, families, their communities and traditions.

### **The World**

Children discuss the features of their own immediate environment and how environments vary from one another. They know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about changes.

**KS1 and KS2 follow the National Curriculum strands – Please refer to ‘Intent, Implementation and Impact statement’ for more detail.**

### **Assessment and recording**

Assessment in both KS1 and KS2 is based on the teacher’s judgement.

Teachers and the co-ordinator assess children’s work in history through:

- recording progress against learning objectives and marking feedback
- taking photos of work
- drama and story telling
- peer and self- assessment of children
- reporting to parents each term
- verbal discussion and feedback from children and staff.
- Lesson observation
- Use of traffic light system or class marking strategies

### **The role of the subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in History through:-

- Monitoring and evaluating History.
- Provision of History across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent History developments through their own CPD and that of others.
- Monitoring and assessment of History across the whole school.

In line with the school's guidelines this policy will be reviewed every two years.

This policy was approved by the Governing Body on:	15 <sup>th</sup> May 2020
Signature of Headteacher:	T. Milne
Signature of Chair of Governors:	C. Moore
Review Date:	May 2022