




# Our Lady of the Assumption Catholic Primary School

## Approved History Policy

### Our Mission Statement:

*'Love One Another As I Have Loved You' (John 13:33-34)*

Approved by Full Governing Body: 30<sup>th</sup> March 2021

Signed  Chair of Governorss

Reviewed June 2024, Shannon Field, History Lead

To be reviewed: June 2026, dependent on any legislative changes

### Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents, governors and volunteers to share this commitment.'

### Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

### Values and Ethos

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

### Introduction

At Our Lady of Assumption Catholic Primary School, we aim to provide pupils with a broad, balanced and exciting curriculum that promotes equal opportunities and celebrates the diverse heritage of our pupils.

### Rationale

The guiding principles of the history policy are:

Learning experiences which help to develop an understanding of the key elements of the history national curriculum programmes of study.

Learning experiences which will relate to the cross curricular skills and themes; and to develop a curriculum which takes into consideration the abilities and needs of each individual child.

### Aims

The aims of the History curriculum at Our Lady of the Assumption are:

- To give our children an understanding of the passing of time (chronology)
- To ensure that all our children have an in-depth knowledge of daily life during various periods of times and are able to compare these with their daily lives in the present
- To ensure that all our children have an in-depth knowledge of significant events and people throughout history and the impact they have had on our lives today

- To give our children the skills to be historians, to be able to find out about the past in different ways, using a variety of different sources - they will be able to explain why certain sources and methods of research are more reliable than others.
- To ensure our children understand the relevance of history as a subject and the impact it has had on the area in which they live.

### **Objectives**

The objectives of history teaching in the school are based on the requirements of the National Curriculum Programmes of Study for Key Stages 1 and 2.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

### **Teaching and Learning Strategies**

Teaching and learning will focus on a range of agreed entitlement experiences and there will be a focus on:

- developing progression in the key elements of the subject;
- the study of each historical period in sufficient depth to obtain genuine insights into life in the past;
- the effective use of a range of primary and secondary historical sources including artefacts, documents, books, pictures, photographs, and the internet to find out about the past;
- fostering an awareness that there are different interpretations of the past and that historical evidence may be partial or incomplete;
- an emphasis on encouraging pupils to investigate the past by asking a range of historical questions, by responding in a variety of forms and by making judgements about historical issues;
- enabling pupils to start to develop the conceptual framework which helps them to make sense of history including and understanding of chronology, change, causation, links and connections.

### **Adaptive teaching**

A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils, including students with special educational needs, pupils with English as an Additional Language and pupils from a range of cultural and ethnic backgrounds.

### **Management and Organisation**

#### **Management**

- The History co-ordinator supports the Senior Leadership in implementation of this policy.
- Appropriate In-service training will be available to staff as needs are identified through the school development plan or staff review.
- The Senior Leadership Team together with the History Co-ordinator will seek to ensure that adequate resources are available to support the teaching of history.

#### **Organisation**

In Early Years, History is taught within half-termly units as part of the children's development of their Understanding of the World. A focus is placed on the children learning about themselves and their personal histories.

In Key Stage 1, History is taught through a mixture of half-termly and termly units that build the children's knowledge of changes over time, along with knowledge of significant people and events. In Key Stage 2, History is taught through six termly depth studies, covering significant periods of British and World History.

#### **Planning**

The school works from the policy document and from the National Curriculum to create a broad and balanced curriculum for the whole school.

Three broad levels of planning have been identified.

- Long-term planning - a curriculum map which shows how the History curriculum has been planned within each year group throughout the school.
- Medium-term planning - schemes of work which follow the school format and address the cross-curricular dimensions. Certain aspects of the curriculum have been planned as blocked units of work.
- Short-term planning - day to day teaching and assessment.

### **Equal Opportunities**

The history curriculum of the school will be planned, organised and taught in ways which are compatible with the school's equal opportunities policy.

### **Assessment, recording and reporting**

Class teachers make individual assessments of children throughout the year. Children are also given regular opportunities to assess and review their work.

Staff assess children termly after the completion of each unit.

Reporting to parents follows school guidance and procedures.

### **Review, Evaluation and Monitoring**

History is reviewed through meetings with the Headteacher and Phase teams. Monitoring will be carried out by the History Co-ordinator.

The history co-ordinator will be responsible for:

- producing an agreed history policy and key stage plans which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;
- developing an overview of the history curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
- co-ordinating the purchase, organisation and storage of appropriate history resources;
- collecting a portfolio of pupils' work in the subject to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks;
- keeping up to date with recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET and discussions.

### **Resources**

A wide variety of resources are sited in the resource room, classrooms and library.

- Our environment – historical aspects of Coventry.
- The children themselves – their family and backgrounds.
- Encyclopaedias, reference books, biographies, magazines.
- School Library Service resources boxes including artefacts, reference material, posters and magazines, catalogues etc.

