



St Paschal Baylon  
Catholic Primary School



Following In The Footsteps Of Christ

History Policy

### Aims and objectives of the policy and teaching programme:

- To enable children to gain a coherent, chronological understanding of Britain's past from the earliest times to the present day.
- To enable children to understand how Britain has influenced and been influenced by the wider world.
- To allow children to develop their historical understanding, and their ability to use the subject of history, as a vehicle for transferable skill development through the use of an enquiry based curriculum.
- To enable children to understand historical concepts such as continuity and change, cause and consequence, difference and significance and use them to make connections, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To provide children with opportunities to gain an understanding of historical enquiry and to encourage a lively and questioning approach to history which takes into account the learning styles and needs of the learners
- To enable children to select, organise and communicate what they have learned about the past.
- To ensure that children are taught history in a way that embraces the whole school approach to inclusion and the promotion of a broad and balanced curriculum

### Equal Opportunities and Inclusion Statement.

St Paschal Baylon is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment. History is accessible to all pupils through a variety of teaching methods including discussion, art work, use of artefacts and historical visits. Children will be challenged through questioning and resources, giving them an opportunity to take control of their own learning.

### Organisation.

At Key Stages 1 and 2 pupils are taught breadths of study which contain five key elements.

These elements are:

1. Chronological understanding.
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation.
4. Historical enquiry.
5. Organisation and communication.

In learning History as they progress through both Key Stages the children will have the opportunity to:

- Learn about their personal history.
- Learn about their families and generations.
- Learn about and investigate their community and its past.
- Learn about ancient civilisations from Europe and the wider world.
- Learn about the important developments in Britain's past.
- Learn about significant people from the past.
- Learn about the past from a range of evidence.

Learning activities are sequenced to ensure progression and are planned and taught by the class teacher through a variety of approaches. These approaches include:

- Teacher led lessons where information is provided.
- Small group/team work where children work with and discuss stimuli and/or group tasks.
- Discussion lessons including visual, auditory and kinaesthetic approaches such as drama and hot seating.
- The use of audio-visual aids in presenting information in a variety of ways including artefacts, pictorial evidence and video.
- The use of outside speakers with relevant experience.
- Educational visits.
- The use of published schemes.
- Problem solving activities.
- Cross-curricular lessons where History is incorporated into other curriculum areas.

### **Planning**

The History subject leader is available to class teachers for consultation and advice on History planning and teaching. At St Paschal Baylon, we follow the Lancashire County Council planning scheme which ensures that children are exposed to a broad and balanced curriculum; accessing history through a range of approaches.

### **Assessment**

Class teachers monitor their pupils' progress against the National Curriculum objectives for their year group and use this assessment to inform their planning. The History subject leader collates all assessment for the subject and uses this to monitor and track pupil progress and attainment in the subject.

### **Monitoring and Evaluation.**

The subject leader will monitor the coverage of History on a regular basis. It is also the role of the subject leader to evaluate the success of the teaching and learning of History through:

- Discussion with staff.
- Regular review of children's work

The results of this monitoring and evaluation process will be used by the subject leader to inform the review of the History policy, influence the provision and ordering of resources and impact on future advice to staff on the teaching and learning of History. This will then inform the action plan for the following year.