



# St. Patrick's Catholic Primary School

## History Policy

Written by	Updated
Senior leadership team and Curriculum leader for History	March 2022

## The National Curriculum states that:

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."

### **Intent**

Our curriculum for history aims to ensure that all pupils in key stage 1 are taught history which is within living memory, beyond living memory, lives of significant people and local history. Pupils in key stage 2 pupils are taught: British history chronologically from the Stone age to 1066; History in Britain beyond 1066; Local history; Ancient History not British between the stone age and 1066; Civilizations from 1000 years ago and Ancient Greece.

The progression framework shows the key knowledge and skills which the children will be proficient in by the end of each year group. These are taught through topics which allow the children to apply their skills by answering an enquiry question.

### **Implement**

#### **Planning and Assessment**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 and Key Stage 2 are following the Rising stars programme of study which guides the planning, teaching and assessment of pupil's work. Clear differentiation is built into plans and the needs of all children are planned for, including those with Special educational needs and more able children. History offers many opportunities for cross-curricular work. Teachers identify the opportunities in their planning to support the development of these skills. Learning in History is enhanced through the Art and DT within the curriculum

As part of the planning process teachers need to plan the following to ensure knowledge and skills are embedded:

- A knowledge organiser which outlines the key knowledge and vocabulary for each topic area allowing the children the master and apply the knowledge in lesson
- Pre and post learning activities which assess prior knowledge and gained knowledge

- Flashback quizzes which recap previous learning from the previous lesson, week, month and topic or group.
- A series of lessons which plan for progressions building on prior knowledge from previous year groups and key stages. These lessons focus on knowledge and skills
- Enquiry questions ensure children are able to use and apply their knowledge.
- Trips and visitors are used appropriately to enhance the learning
- Book based learning opportunities are provided to fully immerse the children in the topic area and provide a range of cross curricular writing opportunities

Children's work in History is assessed whilst observing during lessons and from work produced. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year a judgement is made against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

### **Quality of Teaching and Learning**

It is seen as very important to employ a wide range of teaching strategies. However, emphasis is placed on direct teaching, demonstrating, modelling methods and strategies to be learnt, and the use of skilful questioning in order to develop understanding.

The development of oral communication skills and a rich vocabulary are nurtured through encouraging children to talk about their experiences and understanding with each other as well as their teacher and parents.

Each classroom has a topic display which contains key vocabulary, resources which the children can use and displays children's work/homework.

### **Marking and Feedback**

At St Patrick's, we believe that marking is about responding appropriately to children's work. Evidence of this response can be found in pupils' books and on display, but much of the Foundation Stage and Key Stage 1 work is practical and much of the response is verbal. A great deal of verbal praise is given. Staff use their professional judgement in a constructive way when working with young learners to take them forward. From the evidence of the pupil's performance in all aspects of the curriculum, staff ask:

What does it tell us?

How can we use it?

What are we going to do next?

The purpose of our marking is to:

- Provide feedback to aid learning

- Give direction towards the next step in learning
- Achieve continuity in our responses throughout the school

### **Marking**

- is carried out regularly
- may indicate strengths and areas for development
- is accompanied by verbal support and positive body language
- shows that the pupil's work is valued and provides opportunities for praise
- plays an integral part in classroom activities
- informs future planning and sets targets
- is consistent throughout the school
- will inform parents and other staff
- will relate to the intention of the lesson
- ensure any comments are in the handwriting style of the school
- Show that the teacher has reviewed the work

EEF 'There is little high quality research to suggest that extensive or detailed marking has any significant impact on learning'

**Please see the Marking and Feedback policy for further details**

## **Leadership and Management**

### **The Role of Governors**

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### **The Role of the Headteacher**

The Headteacher, in collaboration with the coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

### **The role of the coordinator**



The coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons, and evaluating children's work.

### **The SENCO and Support Staff**

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### **Partnership with Parents**

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the topics covered through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports, and Celebration of Learning events. Parents are encouraged to support and become involved in their children's learning through homework activities.

### **Impact**

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Analysis of progression through pre and post learning activities
- Tracking of flashback questions and answers
- Pupil discussions about their learning.

### **Monitoring and Evaluation**

Lessons are observed by the Headteacher and Coordinator.

Work analysis is carried out by the coordinator throughout the year.



A thorough analysis of pre and post learning

Teachers' planning is monitored termly.

Books are scrutinised termly.