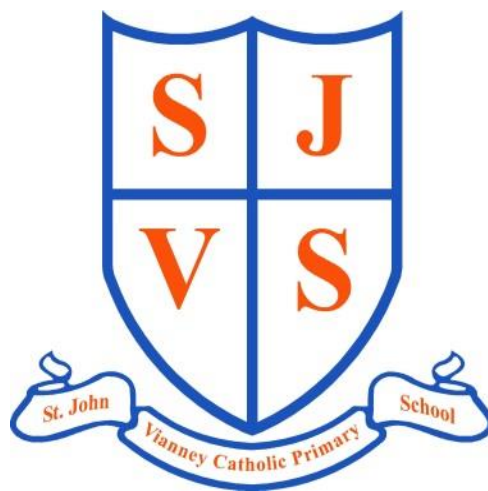


*St John Vianney  
Catholic Primary  
School*



*History Policy  
October 2021*

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## *Statement of Intent:*

*At St John Vianney, our history curriculum is intended firstly to meet the national curriculum requirements for this subject.*

*Through our teaching of this subject we intend for our pupils to:*

- increase and develop their historical knowledge, skills, concepts and attitudes.*
- develop a curiosity about the past, asking questions and seeking answers.*
- acquire the knowledge and skills which enable them to make links, enquire, research and analyse in history.*
- increase their understanding of their world today through learning about the past.*

*Children will know more, remember more and understand more about local, national and world history.*

## *The Promotion of Equality in our Curriculum Provision:*

*Through our curriculum provision in all subjects, we ensure that pupils understand the importance of embracing diversity and respecting difference. We seek to support our pupils in this vital aspect of their personal development through regular and relevant learning opportunities within our curriculum, including via the following means:*

- Ensuring equality of access to opportunities for all pupils, preparing them for the diversity of life in modern Britain and more widely;*
  - Routinely using resources that accurately reflect the diversity and multi-culturalism of today's global societies, and ensuring that such resources are without prejudice or discrimination;*
  - Actively promoting values and attitudes that vehemently challenge any discriminatory behaviour, intolerance or prejudice.*
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## *1. Legal framework*

*1.1. This Policy will have regard to the following statutory and non-statutory guidance:*

- History programmes of study: key stages 1 and 2 - September 2013.*

## *2. Roles and responsibilities*

*2.1. The History Coordinator (J.Percy) is responsible for:*

- Developing, resourcing and reviewing the school's History Policy.*
- Planning, instigating and monitoring teaching programmes.*
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.*
- Working with other staff to teach the subject content.*
- Keeping staff informed of visits and courses.*
- Facilitating the assessment of children's work.*
- Keeping up-to-date with current affairs and best practice regarding history.*
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.*
- Undertaking the performance reviews of history staff, and updating the headteacher.*
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.*

*2.2. Teaching staff will be responsible for:*

- Contributing to the development of the History Policy and teaching programmes, with the History Coordinator.*
- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.*
- Facilitating the teaching of their history curriculum, including coordinating activities and resources within their specific areas.*
- Assessing and recording pupils' progress and keeping the History Coordinator apprised of this.*
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.*
- Attending and contributing to any INSET days organised by the History Coordinator.*
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.*

### 3. Teaching

- 3.1. The History Coordinator (J. Percy) will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.
- 3.2. The subject matter covered in history reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.
- 3.3. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at St John Vianney.

These skills include:

- Making accurate observations.
  - Asking and answering questions.
  - Effectively using the appropriate equipment for measurement.
  - Recognising patterns and identifying relationships.
  - Predicting and applying knowledge to differing contexts.
  - Analysing and interpreting evidence, and drawing conclusions.
- 3.4. The history programme will be delivered by all history staff in a range of teaching and learning situations with respect to the needs of individual pupils.

### 4. Curriculum

- 4.1. The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

#### Key Stage 1

- 4.2. Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

## **Key Stage 2**

### **4.3. Pupils should be taught about:**

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## **5. Assessment**

5.1. Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and school's assessment criteria (based on the national curriculum and our 'sticky knowledge' document).

5.2. The History Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

## **6. Differentiation**

6.1. We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. Tasks will always be adapted so that all children, regardless of ability, will be able to access the learning.

## **7. Monitoring and evaluation**

7.1. The History Coordinator will review and evaluate the history work within the school through a range of monitoring activities (lesson observations, book scrutiny, pupil voice and learning walks) at least termly.

7.2. This policy will also be reviewed every two years to ensure that it complies with the latest legislation, guidance and best practice.