



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

History Policy

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“ How do you know who you are unless you know where you’ve come from?”

Tony Robinson

Aims and Objectives

At Cathedral School we aim to have both a skills and knowledge based History curriculum. To teach children the knowledge or the ‘what’ – such as historical figures, significant events and evidence as well as teaching children the skills such as interpreting information, drawing conclusions from evidence, questioning and evaluating ideas and evidence.

Through this policy we aim to;

- encourage children to become interested, enthused and knowledgeable about the past,
- help children develop a sense of chronology,
- develop children’s knowledge about significant events and characters from the past and how they shaped the world we live in today,
- to develop children’s skills in historical enquiry, investigation, analysis evaluation and presentation,
- to allow children to develop a sense of their cultural heritage through an understanding of societies in the past.

Cathedral School is also committed to becoming a Rights Respecting School as outlined by UNICEF. Article 28 of the UN Convention on the Rights of the Child states that:

‘Every child has the right to an education. Primary education must be free...Discipline in schools must respect children’s human dignity...’.

Cathedral School will endeavour to ensure that all learners develop the skills and attitudes necessary to enjoy this right.

Curriculum

For Key Stage 1&2 the History curriculum is taught throughout the year in half term topic blocks to alternate with Geography. During a History topic there are explicit weekly lessons of History but teachers are encouraged to seek ways to link other subjects to support and broaden the History topic being taught. This may happen in incorporating Art, Literacy or ICT into the topic.

The History scheme of work has been devised for the school using National Curriculum guidelines for curriculum coverage and incorporating ideas from the International Primary Curriculum. A curriculum map with clear links to the National Curriculum scheme of work ensures a broad and balanced curriculum is being taught.

In the Foundation stage historical themes are identified and taught through the ‘Knowledge and Understanding of the World’ strand of the Foundation stage curriculum.

Teaching and Learning

The teaching and learning of History at Cathedral School focuses on enabling children to think as historians. We seek to create skills and knowledge based learning opportunities through;

- Stimulating interest through the use of an 'Entry Point' activity following the ideas developed by IPC.
- To fit with AFL children complete a 'knowledge harvest' or what we know/what we want to find out at the start of a topic.
- To find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.
- To develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.
- Develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.
- Teach skills in placing events, objects and people in chronological order.
- Develop the acquisition and use of language appropriate to the age range.
- Teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

In the Foundation Stage children are encouraged to find out about past and present events in their own lives, and those of family members and friends. Through this context they are encouraged to develop sequencing skills and use chronological language.

Equal Opportunities

At Cathedral School we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level. In our planning and teaching to we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work whether it is through written evidence, drawings, annotated scribing by and adult or through the use of ICT to record ideas. By incorporating varied methods of recording no child should be disadvantaged by their abilities in other areas such as Literacy. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs.

History and Diversity

We recognise that the children in Cathedral School come from a variety of backgrounds and a range of cultures. The history we teach seeks to recognise and celebrate the multiculturalism of Britain today and how this society has developed. We seek to include reference to historical societies across the world, and in particular, those that are of importance to the children such as West Africa.

Citizenship

At Cathedral School we encourage children to become aware of their role as a citizen. During History we encourage children to reflect on and discuss the moral and social issues that arise in lessons; for example, looking at child labour in Victorian Britain, empire building and slavery. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school.

Assessment

The assessment of History across the school follows the guidance in the school's marking and assessment policies:

Children's work is marked according to the marking policy.

Each half term teacher assessment observational notes are made in the school's assessment booklet against the topic's curriculum targets which reflect the National Curriculum level descriptors.

Children complete a 'knowledge harvest' and self evaluation topic review at the start and end of each topic.

In the Foundation Stage children are assessed formally against the goals set for Knowledge and Understanding of the world in the Foundation Stage Profile through ongoing observations.

The History Subject Leader collates samples of children's work and teacher observations to demonstrate and moderate the levels of achievement throughout the school.

Children's work and progress is celebrated through displays, celebration assemblies, certificates and class assemblies.

Monitoring

It is the responsibility of the Subject leader, with the support of the Head Teacher and Senior Management, team to monitor and support the quality of history teaching. This monitoring is achieved through lesson observations and looking at planning. Children's work is also monitored by looking at their books and displays as well as through pupil interviews and informal conversations with children and teachers. When appropriate, written and verbal feedback is given to teachers. During the year teachers are given opportunities to discuss and moderate the children's achievements and review the teaching and learning in History through staff meetings.

Resources

There are a wide range of resources to support the teaching and learning of History both inside and outside the school.

In school there are topic linked boxes of resources kept in the humanities cupboard along side a variety of general books, CD ROMs, videos and DVDs.

Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums. There is a folder of contact details for visits available to help staff make use of these resources.