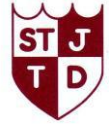


St John the Divine Church of England Primary School

History Policy



Our Vision Statement

We are a vibrant Community where every person makes their unique contribution to making a better society.

At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well being.

We are a school where all can flourish and be all they can be.

.....
'Jesus said: I have come that they may have life, and have it to the full.' 1 John 10:10

Our school motto is: TEAM - Together Everyone Achieves More

'You are the body of Christ, and each one of you is part of it.' 1 Corinthians 12:27

Rationale

At St John the Divine Church of England Primary School we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking.

At St John the Divine Church of England Primary School we believe that the study of History makes a valuable contribution to their understanding of all aspects of life, giving a sense of identity and heritage.

Aims of the History Curriculum;

For children to:

- *To develop an interest in the past and an appreciation of human achievements and aspirations;*
- *To understand the values of our society;*
- *To learn about the key issues and events in the history of our own country and of the world and how these events may have influenced one another;*
- *To develop knowledge of chronology within which the children can organise their understanding of the past;*
- *To enable children to know about significant events in British History and to appreciate how things have changed over time.*
- *Children develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.*

Implementation of Policy

Teaching of History

At St John the Divine Church of England Primary School the teaching and learning of History focuses on enabling children to think as Historians.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in, to work and think like historians.

The key concepts in History we plan progression for are as follows:

- *Historical interpretation*
- *Knowledge and understanding of events, people and changes in the past*
- *Chronological understanding*
- *Historical enquiry*

At St John the Divine Church of England Primary School we enable children 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.

At St John the Divine Church of England Primary School we develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.

At St John the Divine Church of England Primary School we 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.

At St John the Divine Church of England Primary School we teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

At St John the Divine Church of England Primary School the Connected Curriculum Overviews for each year group ensure coverage of all objectives on the Progression of Knowledge and Skills document for History. The Connected Curriculum planning ensures that all these objectives are systematically planned for in each topic in the right order. The order of objectives ensures that children can hook new learning onto previously-learned knowledge. All documents linked to the Connected Curriculum have been devised by the Curriculum Leader.

Teaching Styles

At St John the Divine Church of England Primary School History is taught through a cross-curricular, thematic approach and we link History to many subjects whilst ensuring no tenuous links are made. History lessons are taught consecutively to enable pupils to remember more and make greater progress. Another linked subject is taught consecutively afterwards. For example, in Year One, pupils learn about transport from the past before making their own vehicles with wheels and axles in Design Technology.

At St John the Divine Church of England Primary School, History contributes significantly to the teaching of English in our school by actively promoting the skills of Reading, Writing, Speaking and Listening. Through our Connected Curriculum we ensure there are opportunities for children to write at length, including writing a variety of non-fiction genres including reports, interviews, biographies and newspaper reports. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class.

A selection of core texts that we use in English lessons are historical in nature such as *Freedom 1783* by Catherine Johnson read in Year Five. This helps to immerse our children in the historical period they are learning about and broadens their knowledge and understanding of the time period.

At St John the Divine Church of England Primary School History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

At St John the Divine Church of England Primary School we use ICT in History teaching where appropriate. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At St John the Divine Church of England Primary School History contributes significantly to the teaching of Personal, Social, Citizenship and Health Education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to racism. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. Children learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At St John the Divine Church of England Primary School when teaching History, we contribute to the children's spiritual development where possible. Children learn about how British society has changed over time. The children learn about the arrival of the Windrush and the impacts on Britain. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Early Years Foundation Stage

At St John the Divine Church of England Primary School History makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time as well as using stories that introduce a sense of time and people from the past.

In the Early Years, History is taught as an integral part of topic work covered during the year. In the EYFS, History is about having the opportunities to find out and learn about the world we live in and discover the meaning of new and old in relation to their own lives. The History side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Curriculum.

Key Stage One

At St John the Divine Church of England Primary School during Key Stage One, children learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area such as the Great Fire of London in Year Two. They use the primary resources available to help them understand a life very different from their own.

Key Stage Two

At St John the Divine Church of England Primary School during Key Stage Two, children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. The periods of time children learn about are ordered chronologically in Key Stage Two to support children's understanding of the chronology of World and British History.

Strategies for the teaching of History

At St John the Divine Church of England Primary School the predominant mode of teaching involves working in groups (whole class introduction with differentiated tasks), although individual work and class History teaching are used where appropriate within this structure. The emphasis on our teaching of History is on both primary experience as well as using secondary sources.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance. History is celebrated throughout the school through displays, class assemblies and the end products in children's books.

Citizenship

At St John the Divine Church of England Primary School we encourage children to become aware of their role as a citizen. During History lessons 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. Children in Year Six are taught about the racism Black people faced as part of their learning about the World Wars, the Windrush and the Brixton Uprising. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school.

History Subject Leaders Role

At St John the Divine Church of England Primary School the role of the History subject leader is to ensure continuity and progression in the teaching and learning of History.

- *Establish a progressive History curriculum map, monitor its implementation and assess the impact in terms progress children make.*
- *Review and develop curriculum overviews for each group which map the objectives to be covered in each group*
- *Create planning based on the curriculum overviews for each year group to model best practice for the teaching of History and provide teachers with the subject knowledge they need in order to deliver this planning effectively.*
- *Developing good practice in their own classroom and sharing good practice across the school*
- *Monitoring and evaluating the implementation of the History planning and curriculum overviews*
- *Co-ordinating and ordering resources and managing the budget*
- *Monitoring and evaluating resources*
- *Monitoring delivery of the curriculum*
- *Working together with colleagues to raise standards*
- *Providing stimulus and inspiration*

- *Ensuring that the policy documents remain useful and current*
- *Organising and supporting in-service training in line with the SDP*
- *Yearly History audit and action plan*
- *Keep abreast of developments in History education and media usage*

Resources

At St John the Divine Church of England Primary School 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 each class alongside a variety of general books in the library.

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. Trips are planned for teachers to ensure that each class benefits from the plethora of Historical places of interest London has to offer. Classes visit the Horniman Museum, the British Museum, the Museum of London, the Imperial War Museum, London Mithraeum and Amphitheatre, London Transport Museum, the Black Cultural Archives, the National Portrait Gallery, the Florence Nightingale Museum, Sir John Soanes' Museum and the Wandle Industrial Museum as part of their History learning.

Assessment and Recording

At St John the Divine Church of England Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each unit against the end points outlined on the History curriculum map for each year group and key concept. Teachers update each child's progress on Insight at the end of the Autumn, Spring and Summer term.

Monitoring of History takes place throughout the school by:

- *Observations of individual lessons.*
- *Monitoring of children's books.*
- *Discussions with both adults and children.*
- *Looking at classroom displays and learning environments*
- *Monitoring of assessment data on Insight*

Inclusion

At St John the Divine Church of England Primary School all children have access to History lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities to have full participation.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's *Disability Equality Scheme*. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy reviewed September 2023