

XII Apostles RCPS

History Policy



Mrs Parry & Curriculum Team 1
September 2024



Through learning and loving we will follow Jesus.

XII Apostles History Policy

Mission Statement

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential everyone will matter and be treated with love and will be helped to carry out their special role in God's World.

1. Statement of Intent

The national curriculum outlines the following aims for History in schools:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Twelve Apostles, our aim is for children to develop a sound understanding of their local and national heritage and to provide children with the opportunity to investigate the past through a wide range of experiences. We are committed to developing children's curiosity about local, national and

international history by broadening their knowledge of people, events and places in the past. Our curriculum is driven through the following historical concepts (similarities and differences; significance; continuity and change; movement of people; cause and effect; concurrence) which are explored in a wide breadth of topics. Our curriculum is arranged so that pupils return to these same concepts repeatedly, gradually building an understanding of them. Our Long term plan details how pupils will be given opportunities to relate topics to previously studied topics to deepen understanding.

2. Aims:

At XII Apostles, we recognise the unique needs of each child and support them in reaching their human potential. We have a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. The impact of our History curriculum is measured in the experiences, confidence and competence of our children within the subject. We ensure children receive the experiences they require, both within and beyond the curriculum, to develop substantive and disciplinary knowledge and become confident historians. By revisiting historical concepts, children will deepen their understanding and be able to identify links and be able to relate periods of history together. Progress in History throughout Twelve apostles is outstanding. Children typically enter school at below the expected level on the ELG 'Knowledge and Understanding of the World' and 'People and Communities', but the average percentage of children for the past 3 years achieving Secure or above, at the end of Year 6 is 90%.

3. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

'Teaching and Learning Policy'

'Assessment Policy'

'Marking and Feedback Policy'

4. Roles and Responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leaders responsibility includes :

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in your subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress in your subject and report to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

5. Organisation, Planning and Teaching

History teaching focuses on enabling children to think as historians. Our principal aim is to develop the children's substantive and disciplinary knowledge in History. We believe that children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to sites of historical significance and places of interest.
- They have access to secondary sources such as books and photographs.
- They can talk to visitors/family members about their personal experience of the past.
- They listen to and interact with stories from the past.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.

- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They are given time to reflect on their own learning by giving them opportunities to create visual prompts enabling them to recall how they learned about this period, thus creating opportunities to identify links and relate periods of history together.

In addition to the National Curriculum each year group studies an element of local History. Our curriculum reflects the rich history that our local area holds. Children are encouraged to consider the role they play and how they can make positive contributions to the local community. Trips and visitors are organised so that the children can develop a deeper understanding as to how our local area has changed.

Planning

The LTP ensures coverage and progression of substantive and disciplinary knowledge and teachers use these as the basis for medium and short term planning. The subject leader is responsible for reviewing and updating long-term plans and communicating these to teachers. Planning is to be submitted on the shared server at the start of the half term the unit is to be taught. Staff may use the suggested format containing the skills to be taught though is it not compulsory.

6. Cross Curricular Link

Where possible, we teach using a cross curricular approach, enabling learning to be more meaningful for children. It draws upon skills in Literacy, Mathematics, Geography, Computing, Art. Science and Design Technology.

7. Assessments and Reporting

Assessment of children's learning in History is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to utilise adaptive teaching methods to support and challenge the children. See appendix 1

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

Children will be assessed on their ability to build upon and make links on the Themed Concepts which underpin the History Curriculum, these are;

- Similarities and differences

- Significance
- Cause and effect
- Continuity and change
- The movement of people
- Concurrence

Additionally, children will also be assessed against their progression of skills in;

- Chronology
- Events, people and change in the past.
- Enquiry skills and interpretation of resources.
- Communication of historical knowledge.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are completed at the end of the school year by class teachers across each year group of the school to inform the subject leader of progress or substantive and disciplinary knowledge still to be embedded. This is recorded on OTrack and shared with the next teacher and subject leader.

Parents will be provided with an annual report in the Summer Term which will grade children's attitude and attainment in History. Verbal reports will be provided at parents evening.

History is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

8. Resources

The resources and artefacts for History are kept in organised labelled topic boxes in the hall cupboard. Over the years we have collected a range of artefacts, photographs, newspaper articles, maps, log books to support our local history topics throughout the school. We have a wealth of primary and secondary sources to support topics identified in the LTP.

Inclusion Supporting Pupils with SEND

History is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

9. Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the History curriculum is adapted for these pupils. The planning and organising of teaching strategies for each subject will be reviewed by the subject leader to ensure that no pupil is at a disadvantage.

We recognise that we have children of differing abilities in History and we seek to provide suitable learning opportunities by utilising adaptive teaching methods. We achieve this by:

- Setting open-ended tasks which can have a variety of responses.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Using Teaching Assistants to support children individually or in groups.
- Organising children in such a way that they receive support from their peers.

For further information, please see appendix 1.

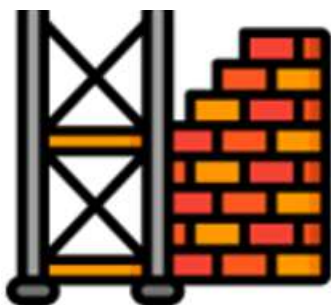

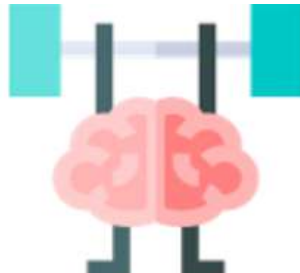


10. Parental Involvement

We encourage all parents and carers to support and assist with whole school events during History themed weeks and History related homework projects.

Reviewed: Every 2 years

Next review date: September 2026

Appendix 1: Adaptive Teaching Strategies for History

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
	<ul style="list-style-type: none"> *Quality First Teaching *Clear lesson sequence *Tasks focused on acquiring knowledge or skills and avoids cognitive overload *Word banks *Writing frames *Sentence starters *Vocabulary with definitions *Different ways to record *Timelines *Verbal – identifying & reacting to misconceptions 	<ul style="list-style-type: none"> *Adult modelling *Learning broken into appropriate chunks *Guided practice *Repetition 	<ul style="list-style-type: none"> *Chunk content into smaller steps *Success criteria *Retrieve – learning repeated throughout lessons and units *Self-marking *Direct questioning *Live feedback given constantly 	<ul style="list-style-type: none"> *Mixed ability groupings *Mixture of support throughout lessons – rotation of adults support & whole class *Peer feedback *Flexible pre-teach groups where appropriate *Opportunity to work with different children in different sized groups *Sharing of learning with peers 	<ul style="list-style-type: none"> *Visualiser *YouTube – videos to help children imagine life in the past *Research online – secondary sources