



## History Policy

Reviewed January 2023.

At St Augustine's, we believe that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. The History Curriculum follows the new National Curriculum introduced in September 2014.

A knowledge-based approach to curriculum planning is employed within the school. The teaching of History is organised through termly or half-termly topics.

### AIMS

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.

### KEY STAGE 1

During Key Stage 1 pupils will learn about people's lives and lifestyles. They will find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### KEY STAGE 2

In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

*For more year group specific curriculum content please see our curriculum overview.*

### TEACHING AND LEARNING

History is taught solitarily through the use of 'learning challenge curriculum. This scheme was devised to create confident teachers as the scheme offers access to resources which empower them to teach

each subject! This enables staff to focus on the knowledge and skills associated with each unit to deepen the children's understanding in order to succeed in this subject. Teachers adapt the 'learning challenge' plans to suit the needs of their cohort. Across each Key Stage, plans provide experience of different sources including museums, site visits and of different historical perspectives. Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit. Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials.

Pupils should be taught to make judgments about evidence and be aware of different interpretations of the past. During our history lessons pupils will learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms. Pupils should read a range of historical material, including fiction.

## **TEACHING AND LEARNING PROCESSES**

Teachers should provide balance in teaching approaches and identify suitable progression in understanding and skills across each planning stage to continue to challenge pupils. Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work.

Pupils should be given opportunity, where possible, to use ICT to communicate and handle information.

A variety of teaching methods best suited to activities and interests of the pupils will be used.

These will include:

- Presentation by teacher including story telling.
- Discussion and debate.
- Question and answer.
- Individual and group investigation.
- Television, radio, tape, video, film.
- ICT.
- Role play and drama.
- Fieldwork, visits to museums and historic sites.
- Use of artefacts.

## **END POINTS FOR EACH YEAR GROUP**

The expected end points for each year group can be found in appendix 1. It has been designed in a progression map.

## **WIDER OPPORTUNITIES TO ENHANCE HISTORY LEARNING**

- Opportunities are provided for children to develop their historical learning outside of the classroom (during trips and visits.)
- Opportunities are provided for children to work with Historical specialists inside and outside of school (during trips and visits.)
- Opportunities are provided for children to partake in external Historical competitions.
- We celebrate national historical events. We dedicate lessons in the timetable to History with a clear link to real-life experiences.
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## **ASSESSMENT AND RECORD KEEPING**

The general school policies on assessment, recording, reporting and marking apply to History. Refer to Appendix 2, our Assessment and Marking Policies for procedures regarding daily tasks.

## **PLANNING**

History planning is informed by the content of the National Curriculum. This information is developed by staff into Medium Term Plans, which is used to produce more detailed weekly and daily plans.

## **ROLE OF THE SUBJECT LEADER AND MONITORING ARRANGEMENTS**

- The Subject Leader is responsible for improving the standards of teaching and learning in History through:
  - Monitoring and evaluating standards of History;
  - teaching and learning (including lesson observations, learning walk and work scrutiny);
  - pupil progress;
  - provision of History;
  - learning environments;
  - the deployment and provision of support staff (in collaboration with the SENCo and senior leaders);
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Auditing, purchasing and organising resources;
- Keeping up to date with recent developments in History.

## **SEN**

In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability.

Pupils can:

- Work on same content at different rates and levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources.

## **EQUAL OPPORTUNITIES**

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need to be carefully selected.

The children should be encouraged to question the nature of evidence, as they do in history.

## **MULTICULTURAL EDUCATION**

History has a particularly strong role to play in this. Pupils should be introduced to aspects of their own culture in History.

In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that “development” and “developing” are relative terms and hide a lot of assumptions.

It is important to avoid ethnocentrism and prejudice.

## **ADAPTING TEACHING STRATEGIES**

In order to meet the needs of all children in Geography we use assessment to adjust teaching which we then adapt to meet children's specific needs. In the classroom, this may look like the following,

- Adjust lessons, with high expectations of all.
- Adjust lessons to meet the above expectations.
- Making effective use of teaching support staff.
- The use of approaches which enable pupils to be taught effectively.
- Teachers having a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – to then adapt to their needs through tasks, scaffolding and expectations.

### **MORAL AND SOCIAL**

As part of moral development, History provides opportunities for discussion as to what is right and wrong. History allows opportunities for collaborative learning, enabling pupils to co-operate together.

### **CPD**

Where appropriate, members of staff, usually the coordinators, are sent on relevant courses. This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered.

### **CROSS CURRICULAR**

Provision is made in the teaching of History for cross-curricular work particularly that of PSHE, RE, English, Maths, Geography, Drama, Art, DT and ICT.

### **RATIONALE**

Following an extensive review of the curriculum, the children will be offered as many enriching and creative opportunities as possible in this subject.

## Appendix 1



### St Augustine's History Progression Map

His	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<p>Sequence events within their lifetime.</p> <p>Match objects with people of different ages.</p>	<p>Sequence artefacts which are closer together in time.</p> <p>Sequence photographs of events within their life.</p> <p>Use comparative words like older and newer or past and present</p>	<p>Sequence several events and artefacts across the periods studied this year.</p> <p>Start using timelines which go beyond their period studied -Use dates and terms related to their periods studied and the passing of time.</p>	<p>Sequence a range of events and artefacts from time periods studied to date.</p> <p>Use timelines and begin to compare events placed on it.</p> <p>Understand more complex terms of time.</p>	<p>Sequence and compare a range of events and artefacts across different time periods.</p> <p>Use timelines with varying scales depending on the events being shown.</p> <p>Use and understand more complex terms of time.</p>	<p>Sequence and compare a comprehensive range of periods and events studied.</p> <p>Use timelines with carrying scales which show overlapping periods and eras.</p> <p>Use a diverse range of chronological vocabulary.</p>
<b>Historical Knowledge and understanding (Kn)</b>	<p>Recognise the difference between past and present.</p>	<p>Know some important historical figures and what they did.</p> <p>Talk about how some events in the past have affected their lives.</p>	<p>Know some important historical events and their importance.</p> <p>Recognise the difference between different periods studied and compare to their own lives.</p>	<p>Use a range of sources and evidence to reconstruct life in the past.</p> <p>Know important figures in the past and the reasons for their actions</p>	<p>Know the causes and consequences of periods studied.</p> <p>Discuss the wider impact of key figures and how their actions could have led to other ends</p>	<p>Know the impact of key events both locally and globally for periods studied.</p> <p>Recall and explain past events using knowledge and evidence to support them.</p>



St Augustine's History Progression Map

<p><b>Interpretation s of History (Int)</b></p>	<p>Understand the difference between facts and memories.</p> <p>Distinguish between fact and fiction.</p>	<p>Begin to ask questions to explore the reliability of images and stories.</p> <p>Compare different opinions of people in the past.</p>	<p>Distinguish between different sources across time periods.</p> <p>Give reasons for why the past is interpreted in different ways.</p> <p>Identify different ways in which the past is represented.</p>	<p>Look at a range of evidence and sources and talk about their reliability.</p> <p>Begin to evaluate the usefulness of sources.</p> <p>Suggest ideas why there are different interpretations of the past.</p>	<p>Compare accounts of events from different sources, referring to their reliability and purpose.</p> <p>Find answers about the past by choosing evidence and discounting others.</p>	<p>Consider ways of checking the reliability of sources.</p> <p>Become more aware the different evidence will lead to different conclusions.</p> <p>Find connections between sources.</p>
<p><b>Historical enquiry (Eng)</b></p>	<p>Ask simple questions about given artefacts</p> <p>Find the answers to simple questions about artefacts observed.</p>	<p>Make observations to answer questions about artefacts.</p> <p>Discuss different possible answers for questions about artefacts or events.</p>	<p>Use a range of sources to find out about the past.</p> <p>Observe small details within an artefact and create their own enquiry questions.</p>	<p>Use different evidence and sources to build their own picture of the past.</p> <p>Ask questions as to an artefacts purpose.</p> <p>Understand the difference between primary and secondary sources.</p>	<p>Suggest different purposes for artefacts using evidence to support them.</p> <p>Choose and use different evidence and sources to build their own picture of the past.</p> <p>Identify primary and secondary sources.</p>	<p>Bring together a range of evidence of their choice to form their own account of a part of history.</p> <p>Speculate and form a hypothesis about an artefact or event.</p>
<p><b>Organisation and Communication</b></p>	<p>Shows knowledge and understanding of the past in simple, different ways.</p>	<p>Describes and writes about things which have happened in the past</p>	<p>Uses speaking and writing skills to present findings to others.</p>	<p>Uses a range of skills when presenting information and findings to others.</p>	<p>Presents information in a structured and</p>	<p>Presents information in an organised and clearly structured way</p>



St Augustine's History Progression Map

(com)		Use labels and diagrams to tell others	Decides on own labels and diagrams to share information with others	Uses their knowledge and understanding when communicating ideas about the past	organised way using a range of skills.  Selects information to share with others and presents it in a suitable format.	Selects information to share using a format of their own choice.  Provides reasoning for their choice of certain information
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## St. Augustine's Catholic Primary School and Nursery

### Marking and Feedback Policy

#### Our aim:

Effective marking and feedback is central to good teaching and learning. By encouraging pupils to be actively involved in understanding how they are making progress, it helps to embed learning efficiently and move learning on. Marking and feedback will:

- Inform the pupil what they have done well with reference to success criteria and next steps
- Support teachers' assessment of learning, informing future planning
- Develop consistent processes to teach pupils to respond to feedback, self-assess and evaluate their own learning

#### Our process:

- Live marking takes place during lessons in the form of verbal feedback (VF) and specific, targeted marking at the point of need
- Developmental marking ensures pupils are aware of their **success** and their **next steps**.
- From year two, children will independently use success criteria as a form of self - assessment.
- Teachers will then highlight success criteria to inform next steps.
- Teachers plan in 'Fix-it Time' for pupils to read and respond to feedback in a **purple pen** (Y2+)
- All marking will be completed in pink and green pen, in legible handwriting in line with school's handwriting policy. All work will be marked before the next lesson.
- Pink comments will begin with a \* and green comments will begin with a next step symbol



#### Key Stage One

I- Independent  
TS- Teacher Support  
TAS- Teaching Assistant Support  
VF- Verbal Feedback  
CL- Capital Letters  
FS- Full stop  
\_\_\_\_- Spelling  
^ Missing word  
? Doesn't make sense

#### Key Stage Two

I- Independent  
TS- Teacher Support  
TAS- Teaching Assistant Support  
VF- Verbal Feedback  
CL- Capital Letters  
SP- Spelling mistake  
P- Punctuation  
\_\_\_\_- Check word  
^ Missing word  
? Doesn't make sense  
// New paragraph  
T- Tense