



## **St Andrew's History Policy**

### **Purpose of study and objectives:**

At St Andrews, we notice and understand the importance that history carries in the National Curriculum. The purpose of teaching history is to ignite an interest within a child's curiosity and understanding about the life of people who lived in the past. We aim to indulge children with local history and that of the world, selecting topics that will interest the child and fuel a desire to want to research and discover more about the past.

At St Andrews we place chronology at the forefront of historical teaching. This places a child within a historical timeline creating a sense of identity and a cultural understanding based on their historical heritage. Focusing the learning of history around the child and creating a comparison to how life was locally at the same time as a chosen topic, creates a value and respect of the world. With being able to understand how other people lived, we are able to form our own life choices today.

At St Andrews we teach children to understand how events in the past shape our lives today. We also teach children to research, through asking their own questions, in order to develop their skills of enquiry, analysis, interpretation and problem solving.

### **Our aims:**

- To foster in children an interest to what has happened in the past and to develop their own understanding that enables them to fully enjoy what history has to offer.
- To allow children the opportunity to learn around history that has affected them locally and throughout Britain and appreciate how we have changed over time.
- To develop an understanding of chronology.
- To understand that differing civilisation co-existed alongside each other.
- To understand the role of Britain within Europe and the wider world, focusing on some aspects of European history.
- To gain some knowledge and understanding of historical development within the wider world.
- To create a cultural heritage within a child, through allowing them to recognise their place within the world.
- To develop within children their skills of; enquiry, investigation, analysis, evaluation and presentation.

### **Teaching and Learning:**

Throughout Key Stage One, history is taught as a skills and knowledge based curriculum. Teachers follow the National Curriculum, with support from Hamilton Trust, but are also rewarded with the freedom to plan lessons around the interests of the child and current affairs around the world. Within both Key Stage One and Key Stage Two, children discuss each topic with the teacher highlighting what prior knowledge they have on a subject and what they would like to discover, this is in order to give children ownership of their own learning and aid planning. After Year 2 it is

expected that children will have developed their knowledge and understanding of all the skills in Key Stage 1.

Throughout Key Stage Two, children are given the opportunity to develop the skills taught within Key Stage One by using them in practical and engaging lessons. History sessions are implemented through Topics that are selected before the school year starts. Where possible, history lessons are taught alongside the topic and allow children a further understanding to the world around them and what came before them. Having individual history lessons, ensures that the entire of the historical curriculum is taught in depth, and that a progression of learning is visible.

At St Andrews we encourage the use of historical visitors coming to our school, rewarding the children with an expert in the field of history. We also aim to reward children with historical visits out of school, through the use of museums and other historical sites, allowing children first hand opportunities to see history.

### **Methods of teaching:**

At St Andrews, the teachers implement a variety of teaching methods within history to ensure that all the learning needs of the children are met, giving each child the opportunity to learn and grow. The methods that teachers use allow children the access to a range of historical resources to develop their knowledge and understanding in this area. Teachers utilise many different teaching methods such as:

- Knowledge provided by a teacher or teaching assistant.
- Historical visitors coming into school.
- Trips to historical sites that will aid learning.
- Individual and group enquiry.
- A range of historical sources to aid learning.
- The use of ICT to aid research.
- Role playing and drama based activities.
- Engaging activities through DT, such as designing and creating models using different materials.
- Opportunities for enquiry, where children ask their own questions to gain their own understanding and have the chance to learn what they want to about the topic.

### **EYFS:**

We teach geography throughout all three areas of our foundation stage (2by2, Preschool and Reception). At St Andrews we believe it is an integral part of the development of young children to have a sound base of historical knowledge. We have opted to be an early adopter to the new Early Learning Goals (ELG's) and are implementing these into our teaching for the academic year starting in 2020. We reward the children with the opportunity to share their history through discussions about key people in their life and also share with them key people from the past. We indulge them with an understanding of local history, through stories. Throughout the EYFS, we aim to insert a chronological understanding of time and order that is based around their own lives.

### **Cross-curricular learning:**

At St Andrews we understand the importance and value of cross curricular learning, especially within the implementation of the history curriculum. As children progress through the school they are gradually given more knowledge and skills. Implementing these into all learning becomes more

available. Within the history curriculum teachers are advised to include cross curricular opportunities for children. We promote skills of reading, writing, speaking and listening. We also form a sense of chronology through the use of timelines. We use technology to aid our research of chosen topics and the presentation and sharing of our work. Finally, we reward children with an understanding of who they are in the world and the fortunate position that they find themselves in. Being able to understand and respect this, creates a sense of respect towards others.

#### **Assessment and recording:**

All teaching staff at St Andrews create a curriculum map for each half term of teaching. This clearly shows the progression of learning which the teachers aim to implement for the child. Before each topic taught in history, children are asked what they want to learn about the topic and what existing knowledge they already have. This allows the teacher the opportunity to base learning on the interest of the child and to build on prior knowledge around a topic.

Children are formatively assessed during each history lesson. These assessments can take place during a lesson, so feedback and support can be implemented, and after the lesson has concluded. At the end of each term a summative assessment is formed on the child, where the child is highlighted as either working towards, meeting or exceeding the expectations of them during that term. We use this process of assessment for every subject through the school.

At St Andrews we also have individual work books for history. Allowing anyone looking at a child's book the opportunity to clearly see the progression of learning in the subject area of history.

#### **Monitoring and review:**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the subject leader and SLT. The subject leader is also responsible for supporting colleagues in the teaching of history, being informed about current developments in the subject.

D. Martin October 2020.