Our Lady of Hartley Catholic Primary School
History Policy

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Philippians 4:9 'Whatever you have learnt, or received, or heard from me, or seen from me – put into practice.

Informed by the teachings of the Gospel, Our Lady of Hartley offers a rich, varied and inspiring curriculum that allows all children to reach their full potential. Community links are built into the curriculum to provide opportunities for broader educational skills that enhance children's understanding of real life experiences. Our engaging and purposeful curriculum means all learners are nurtured in God's love.

Our Lady of Hartley. Statement of Curriculum Intent.

Introduction

This document is a statement of the principles, aims and strategies for the teaching of history at Our Lady of Hartley Catholic Primary School.

Curriculum Intent

At Our Lady of Hartley we believe that the children's learning of history plays a key role in their development as young people and citizens. As they grow, children begin to ask important and fundamental questions: Why is society organised in the way it is today? Who lived in my family before me? What were their lives like? Through our inquiry-based and cross-curricula approach to learning, we provide children with the framework of knowledge and skills from which they can seek the answer to these and other questions. Through the development of links with other curriculum subjects, we give the children an understanding of the interdependence and connections between humans, their environment and their development e.g.

- how human development has been shaped by the environment and the physical nature of the Earth;
- that ideas are built upon and improved over time in order to drive technological progress;
- the role that art has played throughout history – from a means to explore and interpret aspects of the world to the power of art to influence people e.g. through propaganda.
- How the legacy of ancient societies have shaped human belief and behaviour over time.

At Our Lady of Hartley, recurring themes are explored in detail, compared and contrasted in order to deepen the children's understanding and critical awareness.

Our intent is to ensure that all members of the school community are aware of the aims and responsibilities for the learning and teaching of history at Our Lady of Hartley Catholic Primary School.

For teaching staff:

- To stimulate the children's interest in the past and how key events have shaped human development.
- To enable the children to develop a secure chronological framework and awareness, through which they can make meaningful evaluations and comparisons.
- To provide children with opportunities for deeper learning of a particular theme or concept which they can revisit and build upon as they progress through the school.
- To help the children develop critical thinking skills through which they can evaluate historical evidence.
- To enable children to understand that we bring our own cultural understandings and points of view to historical study as shown within our British Values.
- To develop pupils' critical awareness of the events of the past.
- To make the subject enjoyable and interesting thus stimulating learning.
- Facilitate children's own lines of enquiry within each topic.
- To enable children to understand how the past is different from the present and that people of other times and places may have different values and attitudes from our own.
- To utilise the Mantle of the Expert (MoE) method to teach History and to link this with other curriculum areas where applicable.

For children:

- To develop a curiosity and love of learning through practical activity, investigation, exploration and discussion;
- To develop confidence in using an applying a range of historical skills including the evaluation and comparison of historical evidence.
- To ask pertinent historical questions and develop lines of enquiry, particularly those involving an investigation into cause and effect and how ideas and beliefs change over time.
- To develop an understanding of how human development has been shaped by the physical environment and how ideas, beliefs and conventions in art, design and technology and science have changed over time.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching history.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with history activities requiring practice outside of normal school hours e.g. discussions about family history, visits to museums.
- To discuss their child's learning of history with them and contribute to an ongoing dialogue about the key events and developments over time. .
- To communicate and work with School whenever further support is needed to develop their child's historical skills and understanding.

Implementation

Teaching and Learning

The History curriculum is mainly taught within the framework of Mantle of the Expert which is 'vehicle' used by the school to deliver the curriculum in history, geography, art and D&T and to develop cross-curricula links between them. This drama-based approach to learning promotes engagement, discussion, and critical thinking in the analysis of past events. Where appropriate, certain elements of the history curriculum may be taught discreetly and either assessed as a section of 'stand-alone' learning or later utilised in a Mantle 'story'.

Early Years

History is taught as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as: talking about the lives of the people around them and their roles in society; finding similarities and differences between things in the past and now, drawing on the children's own experiences; and what has been read in class and understanding the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

During Key Stage 1, we explore how significant events in the past were communicated to the public and how the actions of one person can lead to change over time. The lives and work of famous explorers are also examined and we begin to investigate themes such as transport and trade. Through our Mantle of the Expert commission, we are called upon to explore the thoughts and actions of people in the past including their motives and what influenced them. Throughout Key Stage 1, we develop our chronological understanding through the use of timelines and by sequencing artefacts from different periods.

Key Stage 2

In Key Stage 2, we investigate the development of ancient civilisations, exploring recurring themes such as 'invasion and conquest' and 'communication'. We examine the legacy of the ancient Greeks how the societies developed from small farming communities in the Iron Age to the complex organisation of City States. We also begin to develop our own lines of inquiry and we critically analyse different sources of historical information. We select the most appropriate evidence to support our ideas.

Principles of Teaching and Learning

Differentiation and SEN

We aim for all children to be able to access the history curriculum and reach their full potential. We do this through careful planning and using a range of differentiated activities such as written, spoken and practical, through the 'Mantle of the Expert' approach to learning. Work for pupils will be delivered at an appropriate level through the use of a variety of different strategies including:

- Pupil directed tasks through whole class Mantle topics.
- Teacher guided, open-ended tasks
- Clear objectives and interesting 'Mantle' topics to inspire pupil-led learning.

We recognise that planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

Support for pupils with SEN follows the school policy. Individual children and small groups are supported in their learning in the following ways:

- Direct support from an adult (who is accepted by the 'Experts' as a member of their team during MofE topics).
- Support from another child (as colleague) within the Mantle commission
- Pre-learning of specific skills or knowledge prior to joining their team of 'Experts'.
- Use of learning-aids and resources as required.

Most able
History provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for History will be identified by the class teacher. Additional challenge may be provided through task or Mantle of the Expert 'tension'.

Breadth and Balance
The History Learning Sequence provides the children with a chronological learning 'journey'. The History Skills Progression chart supports development of key historical skills and an understanding of how they build throughout a child's time at the school.

Variety
Children will be engaged with a variety of enquiry activities allowing them to become 'experts' and guide their own learning to allow each individual to reach their full potential. Research and enquiry should be the predominant teaching and learning style, with emphasis placed on developing the children's abilities to ask historical enquiry questions for themselves.

Relevance
The Mantle of the Expert 'commission' will be planned so as to provide the children with a stimulating and engaging context for their learning. The Mantle of the Expert approach is now embedded at Our Lady of Hartley. The children's investment in this approach gives their learning purpose and relevance.

Cross-curricular skills and links
History pervades every aspect of our lives and cultures. Our Planning of Mantle of the Expert will often contain a historical starting point from which cross-curricula links are established.

Equal opportunities
The schemes of work and teaching strategies in History should:

- Ensure equal access to the curriculum for all.
- Ensure sensitive treatment of gender, ethnic and religious issues
- Avoid stereotyping

Health and Safety
When undertaking any fieldwork and study visits staff will abide by school policies.

History curriculum planning
Our history curriculum provides the children with a logical sequence to their learning. The planning of a particular Mantle of the Expert topic often has a historical context at its core. Teachers develop an enquiry-based sequence of learning for the history element apportioned to their year group. We subscribe to the 'Key Stage History' online resource which provides us with engaging and challenging lessons aligned with the requirements of the National Curriculum. These are then incorporated (with adaptations when required) into our Mantle of the Expert 'commission'. Throughout the planning process, teachers consult

the school's 'History progression skills' document to ensure that the required skills are included either as part of the Mantle of the Expert topic or as a discrete series of history lessons.
Plans for each 'Mantle', including the objectives and sequence for learning in history, is then stored alongside other subjects on our school network.

Assessment of progress and achievement

The impact of the history curriculum is monitored by teachers in the following ways:

- Observation of the children demonstrating specific historical skills.
- Assessment of the children's work in line with the school's feedback policy.
- Pupil discussions, both in-role as 'Experts' within their Mantle of the Expert commission and through peer discussions during discrete history lessons.
- Pupil's own reflection and self-assessment of their learning.

Teachers record the children's acquisition of skills and knowledge on an assessment form at the end of each Mantle topic or unit of teaching.

The impact of the history curriculum is monitored by the subject leader in the following ways:

- Monitoring of planning and children's work to ensure that progress is in line with the school's 'History progression of skills' document.
- Observation of lessons and discussions with children to ensure that the majority of history learning is taking place within an engaging and enquiry-based framework of Mantle of the Expert.

Monitoring of assessment recording sheets and discussion/target setting with teachers.

Management and Administration
History will be planned using the National Curriculum 2014 for KS1 and KS2. Lesson plans will be developed from 'Mantle of the Expert' and schemes of work including 'Key Stage History'.

Resources
Individual teachers keep resources related to their topics in the classrooms. Maps and some resources can be found in the resource cupboard in the junior library. General History topic books are kept in the junior library. Topic boxes containing books, posters and artefacts can be loaned from KCC to support topics.

Review
The History co-ordinator will follow the whole school monitoring programme. This will include lesson observations, monitoring plans and pupil's work. The effectiveness of the History curriculum will be evaluated in discussion with the Headteacher, and key-stage co-ordinators. Areas for improvements from Class Teachers and Subject Co-ordinator will be fed in to the School Action Plan.