

**Holy Trinity Roman Catholic Academy Boundary
Road Newark NG24 4AU**



HISTORY POLICY

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**POLICIES & PROCEDURES
DOCUMENT CONTROL SYSTEM**

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Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

History Policy

Ethos

At Holy Trinity Catholic Academy, we believe that our children should develop a love of learning and show care and respect for each other within the context of a happy, secure and challenging learning environment.

This policy reflects Holy Trinity Catholic Academy's values and philosophy towards the teaching and learning of History. History teaching in the primary school is about real people who lived, and real events which happened in the past. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. It also encourages the children to consider how the past influences the present.

Purpose of studying History

Holy Trinity Catholic Academy follows the EYFS and National Curriculum regarding how and why History is taught in our school:

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

National Curriculum (2014)

Our intent for History:

- Be inspired to want to know more about the past and to think and act as historians.
- Have opportunities to investigate and interpret the past, to understand chronology, build an overview of Britain's past as well as that of the wider world and to be able to communicate historically.
- Enjoy and love learning about history through experiences in the classroom and also with use of artefacts and educational visits.

The aim of history teaching at Holy Trinity Catholic Academy is to stimulate the children's interest and understanding about the life of people who lived in the past. Through this they learn how to value their own and other cultures in modern multicultural Britain.

Equal Opportunities

It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability and have an equal entitlement to historical activities and opportunities. We are an inclusive school and teach History to all children respecting individual needs. Through teaching History, we provide learning opportunities for all pupils. We strive to meet the

needs of all pupils including those with special educational needs, disabilities, more able and talented and those learning English as an additional language.

Meeting the needs of all learners

Throughout school there are children with a range of skills and children who have had a wide variety of experiences before they come to school. Our school aims to provide the children with stimulating and challenging activities which cater for the wide range of abilities throughout our school:

- Differentiation- learning may be differentiated by task, by outcome or by the amount and type of support children receive. This should always be planned in order for all children to succeed. Children with learning and/or physical difficulties will be enabled to take an active part in historical learning and practical activities and to achieve the goals they have been set.
- By being given enhancing and enriching activities, more able children will be able to deepen their knowledge and understanding appropriate to their needs
- Use of questioning throughout a lesson to assess and review learning in order to challenge and support all learners.
- Judging children's understanding with accuracy and using this to inform future learning opportunities and planning: through the use of self and peer assessment, questioning, the retrieval grid and knowledge organiser.
- Having high expectations to motivate all learners to achieve to their full potential.

Planning and Assessment

We plan History as part of our topic-based approach to ensure aims and objectives set out in the National Curriculum programme of study for History are achieved. Teachers will assess learning through a combination of formal and informal tasks, by making informal judgements during the lesson, discussions, question and answer techniques and observation. On completion of a learning episode, the teacher assesses the work by marking and commenting as necessary and uses the information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

Monitoring the teaching of History

The role of monitoring teaching and learning in History is managed the History Leader. That role includes:

- Purchasing and maintaining History resources within the school
- Keeping abreast of new developments in History
- Attending courses/inset where relevant and disseminating information to staff
- Developing and updating the school policy for History
- Acting as a point of contact should advice be needed
- Monitoring and evaluating the History curriculum

This policy is monitored annually by the History Leader.