

History Policy 2018

The main purpose of a policy for history is to ensure that it is recognised as a curriculum area which can help pupils develop the knowledge, skills and understanding they need to live confident and fulfilling lives as citizens of the 21st century.

“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.”

National Curriculum for England History

Links with School Aims

The policy pays full regard to the aims of the school -

- ☆ To provide a happy, caring well-ordered environment, in which children feel safe, secure, valued and respected.
- ☆ To provide a stimulating environment that will enlarge the child’s knowledge, experience and imaginative understanding and motivate natural curiosity.
- ☆ To provide a well structured balanced curriculum that will help the child to acquire knowledge and skills relevant to adult life in a rapidly changing society.
- ☆ To encourage each child to be considerate, co-operative, courteous, tolerant and respectful.
- ☆ To promote confidence, self-discipline and a high self-esteem.

Entitlement

All pupils are entitled to have access to the history curriculum regardless of ability, race, gender, cultural background or any physical or sensory disability.

Aims of the Policy

- ☆ To ensure the fulfilment of statutory requirements.
- ☆ To help each child to develop her/his full potential in all areas of education, according to individual needs and abilities.
- ☆ To promote good relationships with the local and wider community.

- ☆ To provide effective learning opportunities enabling all pupils to receive their full entitlement to the history curriculum.
- ☆ To ensure that pupils develop their understanding of people's lives and lifestyles throughout history by learning how the past is different from the present as determined by the National Curriculum.
- ☆ To arouse and sustain pupil's interest in history, providing opportunities to learn about the local area, significant people and events from the recent and more distant past.
- ☆ To promote links with other curriculum areas.
- ☆ To consider the general teaching requirements for inclusion, use of language and I.C.T., and health and safety when planning for history.

Planning

- ☆ Planning should show due regard to the National Curriculum programmes of study and breadth of study requirements for history. For the Foundation Stage elements of History are taught under the heading "Understand the World". The objectives are taken from the Guidance for the Foundation Stage, Development Matters.
- ☆ Adequate coverage must be given to knowledge, skills and understanding and breadth of study.
- ☆ Children should be taught to use the appropriate language relating to the passing of time and encouraged to question and discuss reasons for events and actions.
- ☆ Teachers planning should show due regard to health and safety issues.
- ☆ Planning should promote learning and key skills across the curriculum especially those identified in the programme of study.
- ☆ Teachers should plan to use history to promote pupils' spiritual, moral, social and cultural development.
- ☆ Teachers should plan to use history to promote the partnership between parents and teachers to encourage parental involvement within the school.
- ☆ When planning teachers should set high expectations and provide opportunities for all pupils to achieve regardless of race, gender or disability.
- ☆ When planning teachers should enable use of I.C.T. tools to support the pupils learning in history.
- ☆ Teachers must assess history in line with the assessment and marking policies of the school.
- ☆ Children should be given opportunities to work in a variety of ways including – individually, in groups, pairs and in whole-class situations.

Organisation of resources

There is a central resource of videos, posters, artefacts and books in the school and a selection of information books in the library for the children to use. History resources are stored in QCA subject areas and are located in the main hall.

Assessment and Monitoring

Assessment will form an integral part of the teaching and learning of history as set out in the school's assessment policy. Assessment of pupils' achievement is made termly. Key learning objectives are identified and assessed. Techniques include:

- ☆ Observations of pupils at work.
- ☆ Questioning
- ☆ Monitoring pupils written and pictorial work
- ☆ History tasks
- ☆ MA pupils are identified and the gifted and talented register reviewed termly.
- ☆ In the Foundation Stage assessments are mainly made through observation and questioning.

Co-ordinators Responsibilities

- ☆ Monitoring the teaching and learning of history by scrutinising children's work, observing teachers, overseeing planning and discussing/evaluating these with colleagues and the Headteacher.
- ☆ Managing the capitation budget for history and evaluating resources.
- ☆ Reviewing policy statements and schemes of work.
- ☆ Making the assessment framework for each half term in relating to the year group's medium term planning.
- ☆ Collecting assessment data from KS1 classes and working out percentages for below expected, expected and above expected (for each learning objective and overall for Year 1 & 2)

This policy has been prepared by the Subject Co-ordinator in consultation with teaching staff and governors.