



History Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<p>Aims</p>	<p>The study of History is an important element in a child's education because learning about the past helps children to make sense of today's world.</p> <p>We aim to;</p> <ul style="list-style-type: none"> ✚ Develop pupils' understanding and interest in the past and to stimulate children's curiosity into finding out more through research, enquiry and exploring this through cross-curricular links. ✚ Provide first hand experiences where possible, e.g. visits to historical places, re-enactments and the use of artefacts. ✚ Use computing to look at and interpret evidence. ✚ Develop a sense of chronology by making links across different historical themes. ✚ Promote understanding that some aspects of the past are subject to different interpretations and to discuss, compare, question and formulate opinions.
<p>Objectives</p>	<p>The key elements in the National Curriculum programme of study are the same for both key stages:</p> <ol style="list-style-type: none"> 1. Chronology 2. Range and depth of historical knowledge and understanding 3. Interpretation of history 4. Historical enquiry 5. Organisation and communication <p>To be delivered through 3 units per academic year, each a half term in length across both Key Stages.</p> <ul style="list-style-type: none"> ✚ To show an understanding of chronology and order of events, people and objects. ✚ To know that the past can be divided into different periods of time. ✚ To understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. ✚ To know and understand the historical events, people and changes of a period. ✚ To give some reasons for the main events and changes for a period in time. ✚ To understand different ways that the past is shown and suggest reasons for this. ✚ To show how features of the past have been retold and interpreted in different ways. ✚ To understand how evidence is used to make historical claims. ✚ To pick out and put together information from a range of sources.
<p>Curriculum content</p>	<ul style="list-style-type: none"> ✚ Foundation Stage - Understanding the world. Children will have opportunities to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. ✚ Y1 - Florence Nightingale, Homes from the past, Seaside holidays of the Past. ✚ Y2 - The Great Fire of London, Transport & Famous People, Homes Long Ago. ✚ Y3 - Invaders & Settlers- Romans, Vikings, Children in WW2. ✚ Y4 - Ancient Egypt, The Tudors, Britain in the 1960s. ✚ Y5 - The Victorians, The Ancient Greeks, Our locality during the Victorian era. ✚ Y6 - Magna Carta, Bronze Age, Non- European Civilizations
<p>Scheme of work</p>	<p>See Key Learning Objectives for each year group on Symphony grids. National Curriculum for History.</p>
<p>Planning and Teaching Including: - • inclusion for</p>	<ul style="list-style-type: none"> ✚ Planning is based on the National Curriculum and Symphony statements for History. Planning is adapted to suit the locality of our school. ✚ Teachers endeavour to ensure the curriculum meets the needs of all pupils. Tasks are modified or extended to meet the needs of individual pupils.



<p>SEND</p> <ul style="list-style-type: none"> opportunities for Gifted, Talented and More Able children 	<ul style="list-style-type: none"> Teachers use a range of approaches in styles of teaching to cater for the different ways in which children learn. This will include kinaesthetic, creative, visual and auditory. As well as recording their work in their theme books, children also have opportunities for directed enquiry and research through observations of photographs, maps and sketches, group activities and discussions, using digital resources such as iPads, cameras and children raising questions about their own interests and observations in the theme being studied. Year groups also have enrichment activities including local trips, locality walks and visitors to school. The inside building and outside school grounds are also regularly used to support learning in History. The teaching of History will also often be linked to other subjects such as geography and art.
<p><u>Assessment, Recording and Reporting</u></p>	<ul style="list-style-type: none"> Teachers complete the History Symphony assessment grid specific to their year group for children in their class at the end of each theme. Children are assessed on the age-related attainment expectations for their year group and are assessed on whether they are working at an Emerging, Expected or Exceeding level for the key objectives for their year group. Data is given to the curriculum leader at the end of the year. Assessment and reflections of lessons are ongoing and modified accordingly.
<p><u>Professional Development</u></p>	<ul style="list-style-type: none"> School INSET takes place when needed. Staff have opportunities to attend training if opportunities arise. Curriculum leader to support and keep teaching staff up to date with new developments in History. The co-ordinator attends development meetings when possible.
<p><u>Monitoring and Evaluation</u></p>	<p>Monitoring is carried out in the following formats:</p> <ul style="list-style-type: none"> End of year Symphony assessment data. Curriculum walk-through and observations. Teacher and pupil questionnaires and interviews. Auditing planning. Work scrutiny of children's books.
<p><u>Multi-cultural opportunities and awareness of 'British Values'</u></p>	<p>In studying different periods of time throughout history and considering significant events/people children are encouraged to recognise and appreciate racial, cultural and economic diversity.</p> <p>British values aims are mainly met through class discussions in History. We encourage our children to discuss and have an opinion, share their ideas and to listen and respect the thoughts of others.</p> <p>"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."</p>
<p><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></p>	<p>A contribution of half the total cost of a school trip or enrichment day is made from the 'Pupil Premium' grant for any child who receives free school meals.</p>
<p><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></p>	<p><u>E-safety</u> - Information technology is an essential resource for supporting learning in History. Therefore children are regularly given opportunities to access the internet and use geographical programs and apps on the iPads. Staff follow the school's E-safety policy and children will always be properly supervised when using digital devices.</p> <p>Research and enquiry are key elements of the National Curriculum for History. Therefore day trips are advantageous to study, when planning a day trip or residential visit, all staff will follow the school's emergency procedures for trips and the school and county policies on visits and excursions.</p> <p>Each year group will carry out preliminary visits to new venues and write individual risk assessments using the school's generic risk assessment format.</p> <p>See school health and safety policy and year group risk assessments for trips.</p>

<p><u>Resources and displays</u></p>	<ul style="list-style-type: none"> ✚ History resources are kept in the resources cupboard in hall 2. ✚ Year groups may also have resources specific to a theme they teach in their classroom areas. ✚ History themed work is displayed in classrooms which is often linked to art activities. ✚ Children's work or photographs may also be seen on the school website on the year group page. ✚ Photographs of pupils work can be seen in the subject leader's History file.
<p><u>Partnership with parents/carers</u></p>	<p>Parents will be encouraged to support their child's learning in History through:</p> <ul style="list-style-type: none"> ✚ Pupil/Parent interviews twice during the academic year. ✚ Personalised learning based History themed half term projects. ✚ Parent volunteers encouraged to help on school trips. ✚ Individual children's end of year performance in History is reported to parents on the annual school report.
<p><u>Partnership with other agencies</u></p>	<ul style="list-style-type: none"> ✚ Visiting individuals, groups and societies for enrichment activities. ✚ Educational resource centre staff. ✚ To work with other History leaders from partnership schools.

September 2017

Agreed by the Local Governing Body on 14th September 2017



Signed
Mr. Steve Lilley Chair of the Local Governors

To be reviewed in September 2019