



History Policy

Date of policy:	December 2015
Date last review adopted by governing body:	26 February 2019
Frequency of review:	3 years

1. Introduction

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world;
- consider how the past influences the present.

It is the responsibility of all teaching staff to implement this policy.

2. Aims

The aims of history teaching at our school have been revised in line with the National Curriculum 2014.

Our aims for children are that they:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit into a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a widening vocabulary of historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways we find out about the past and identify different ways it is represented.
- Have a programme of work that is suitably differentiated to meet the needs of all children;
- Produce work that is varied and challenging;
- Develop a sense of chronological understanding, relating to major historical periods, events and people;
- Have access to a range of sources of information to aid their development of historical enquiry;
- Identify different ways in which the past is represented;

3. Teaching and learning

All class teachers have the freedom to develop their teaching of history in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole class teaching, group work, cross-curricular writing, research, drama, debates, use of film clips and computing resources, comparing and describing artefacts, using sources to make deductions about life in the past, visiting museums and taking part in workshops, design and technology (including cooking), use of timelines, art, dressing up and reading historical fiction.

4. The Early Years Foundation Stage

During the Early Years Foundation Stage (EYFS), History is taught through the area of learning known as 'Understanding of the World', as set out in the EYFS curriculum. This is delivered through motivating and exciting child-led themes and is also part of the Planning in the Moment approach. The EYFS teacher will give children the opportunity to develop their understanding of time and change through exciting and engaging experiences. More detail can be found in the EYFS policies and planning documents.

5. Differentiation

Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning. Teachers differentiate in the way in which is considered most appropriate for the child, group or objective being taught. Children who display potential for a greater depth level of understanding or express a particular personal interest in the subject, are encouraged to learn more through further research and challenges.

6. Equal opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in history. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress. A focus of learning history through story is a helpful approach for these children.

7. Assessment, recording and reporting

Class teachers assess children's work in history by making informal judgements as they observe them during each history lesson and (when appropriate) use recorded work evidence. All work in books is marked in accordance with the school policy. The teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment guidance. Formal written reports are shared with parents each year.

8. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. We have been particularly grateful for the contribution governors have made towards the children's learning about the past, including sharing their own memories and experiences.

9. Subject leader role

- To facilitate the development of music throughout the school;
- To review the History Policy periodically;
- To work collaboratively with staff to promote continuity and progression;
- To create and monitor Schemes of work;
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks;

- To attend relevant INSET courses, and encourage and support staff where possible;
- To organise and if relevant deliver staff training;
- Monitoring and organisation of centrally held resources;
- Purchase of resources in consultation with staff and in line with the allocated budget.

10. Resources

History resources are stored in the resource cupboard or in the classroom in which they are most regularly used. Resources are also gained from outside sources: museum/specialist loan arrangements, local area/community groups, parents, friends and governors.

11. Curriculum overview

History is taught with a cross curricular approach where suitable and can sometimes be the lead subject in a class's theme e.g. The Great Fire of London.

Staff in years 1 and 2 work together to develop stimulating opportunities to cover the requirements of the National Curriculum for History 2014 through a variety of themes. Staff ensure that across the key stage, there is continuity and progression.

History is taught in the EYFS when opportunities occur, as part of the child-led 'In the Moment Planning' throughout the year. History makes a contribution to the Foundation Stage Profile objectives of developing a child's knowledge and understanding of the world.

12. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.