

History Policy

Reviewed February 2020

The Purpose of the History Policy

This policy outlines the teaching and learning of History. All children will have the opportunity to undertake History throughout their time at Firs Primary School. The teaching of History is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Aims (Intent)

Give pupils, a coherent knowledge and understanding of Britain's past, including how that has influenced and been influenced by the wider world.

Build pupils' understanding of significant aspects of world history

Develop acceptance, tolerance of others' beliefs and understanding of ideas such as equality and democracy, by learning about a diverse range of historical times and figures.

Develop understanding of historical concepts such as continuity and change; cause and effect; similarity and difference.

Inspire curiosity in the past, teaching pupils the methods of historical enquiry. This will include the rigorous use of evidence and discovering how and why contrasting interpretations of the past have been constructed.

Give historical perspective, by placing pupil's growing knowledge into different contexts, making connections, discussing and debating ideas and creating their own structured accounts.

Provide opportunities for participating in culturally important events such as: Armistice Day, Holocaust Memorial day, Roma History Week, Black History month.

Building a secure understanding of historical vocabulary, identifying tier 1, tier 2 and tier 3 vocabulary.

Implementation

- The History curriculum is taught within the framework of Cornerstones topics. Each topic has been selected to ensure coverage of the National Curriculum Attainment targets within Key Stages one and two. In the EYFS, 'Knowledge and Understanding of the World' provides children with opportunities to develop their understanding of themselves, the past and the world.
- Topic booklets and the History subject progression document, make explicit, the knowledge and core skills which are required by the National Curriculum at each stage of learning. These also allow staff to adapt learning to children's different starting points.
- History is not taught every half term. Each year group complete three historical studies over the year. Care is taken to ensure that any SEND intervention does not prevent children from taking part in History lessons. Learning is recorded in individual topic books or whole class topic books where appropriate.
- Learning environments reflect and enhance the learning taking place. This includes displaying vocabulary and timelines for History topics. Timelines where appropriate will include the inclusive terms BCE and CE although children will also be taught to understand BC and AD.

Assessment and Recording of Work

Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in design and technology across the school.

Children in the Early Years Foundation Stage (Reception and Nursery) are assessed using the Early Years Development Matters guidance and at the end of the reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language development, personal, social, and emotional development, mathematics, understanding the world all contribute to laying the foundations for effective learning in History throughout the primary phase.

A variety of methods are used to record work in History, including timelines, writing in a range of genres, pictures, structured worksheets, photographs, school displays and the occasional video recording. Work may be recorded in individual topic books, or in whole class topic books. History teaching can help to further oracy skills and will include discussion based lessons which may not be recorded in writing

Resources

Topic boxes have been assembled with resources for each topic, which are kept centrally..

Phase teams also have their own annual budget which allows them to purchase any additional materials and equipment they may need to deliver the national curriculum objectives.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader writes an annual report in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations History teaching across the school.

Further documents: History coverage and progression document