



History Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Member of staff involved in the development of the policy: Laura Page

Date policy formulated: 30/11/17

Date approved by full Governing Body:

Date of review: November 2020

Implementation

At Sherdley, we believe that History should inspire pupils' curiosity about their own past, the past in Britain and the wider world. History topics are carefully planned to be age appropriate across the years and to link with their prior knowledge. Pupils will be encouraged to ask questions and find evidence to reach their own conclusions through exploring a range of resources, for example, books, the internet, sources and artefacts. Pupils will develop their knowledge of changes that have taken place, consequences that have followed and they will build their understanding of chronology. They will be able to discuss historical events and the impact this had on their lives or the lives of others. As the children get older, they will develop the ability to argue for their own point of view and present their work in an appropriate ways.

Knowledge organisers will support the knowledge of significant people, places and events (in our own locality, Britain and the World) and support the children in remembering key facts and important information. They will be used by teachers to support planning and in lessons to support learning. Vocabulary mats of important (key vocabulary) words will be used to ensure pupils extend and broaden their vocabulary and apply this in their work. A timetable of trips/visitors for History will be organised to enhance the curriculum and the pupils' experiences, where appropriate.

Rationale:

All children will be given the opportunity to have access to the History National Curriculum to enable them to develop to their fullest ability the skills and knowledge and to foster an understanding of the past and its relevance to the present. History should inspire pupils' curiosity about their own past, the past in Britain and the wider world. They should consider how the politics, beliefs and cultures of past societies influenced their actions, and in so doing should develop a chronological framework in which to place significant people and events. Pupils will be encouraged to ask questions and find and weigh up evidence to reach their own conclusions. They will develop the ability to argue for their own point of view and present their work in an appropriate way. In their planning teachers will use their professional judgement by taking into account the needs and abilities of the children.

History Aims:

- To develop a sense of chronology
- To promote an interest in the past and develop an understanding of how it affects the present.
- Know and understand the significant aspects of the history of the wider world and how it has changed over time.
- To develop an understanding of Historical terms and vocabulary.
- To understand how evidence is collected and to develop methods of historical enquiry, asking questions, discussion contrasting arguments and interpretations of how the past has been constructed.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To help pupils understand society and their place within it so that they develop a sense of citizenship and their cultural heritage.

Organisation of the Curriculum:

History is taught alongside Geography within a discrete weekly Topic lesson. Each year group are given a History or Geography topic each half term which they are expected to cover. These topics are taken from the National Curriculum and are a statutory requirement. Most topics also link with English and therefore skills are also taught

within the 'Theme' lesson which takes part daily. Over each History topic, teachers should build up History skills, knowledge and terminology through a range of activities that raise interest e.g. exploring historical artefacts and primary sources to encourage asking questions. Evidence should be in many forms; photographs, pictures, time-lines, oral, mind-maps but most importantly writing. School trips to sites of historical significance are encouraged to build excitement and curiosity.

The Role of the Subject Co-ordinator:

Monitoring of the standards of pupils' work is done by the subject co-ordinator. The subject co-ordinator will carry out book monitoring, drop-ins, pupil voices and overall evaluations of the subject. They will look for ways to improve the teaching and learning of the subject.

Each teacher is responsible for the teaching and learning of the children in their year groups. The History co-ordinator will support colleagues in the teaching of history and try to keep them informed about subject developments.

Assessment and Recording:

Age Related Expectations have been given to each class teacher to support the planning of their History lesson. This will ensure that all learners develop the appropriate knowledge, skills and understanding. This has also been put in place to show steps of progression from Y1 to Y6, giving teachers more information on how these skills grow and develop over time. Teachers must date when they have covered each skill and could be done during the planning of the lesson. Teachers should address any gaps within the skills and this should inform future plans of the subject. Monitoring of the Age Related Expectations will take place to ensure coverage of the skills alongside monitoring of books and drop-ins which should all support and provide further evidence of the ARE's taking place. The action plan will be reviewed annually to develop this further.

Special Needs Provision: See SEND Policy

Teachers should adapt History lessons as necessary to meet all needs of children in the school including those with Special Educational Needs. Lessons should be appropriately differentiated so that the children can access the curriculum and progress at their own pace. Children should all have appropriate resources and tasks for their ability and age linking to their Year group ARE. Children should be supported so that they have the opportunity to achieve History skills.

Equal Opportunities:

In each class there will be children with a wide range of abilities and experiences. A suitable learning opportunity should be provided for all in each lesson; matching the challenge of a task to the ability of a child. This can be achieved by setting different tasks for different ability groups, providing support to children who need it and also providing resources of different complexity depending on the ability of the child.

Planning:

Each year group is given a long term plan of the topic that they must cover in each term. Teachers then work together in their year group to develop lesson plans to cover these topics. Year groups have been given Age Related Expectations for the development of History within their year. They must use these ARE's to plan and develop a well-rounded History topic for their class. Teachers are encouraged to date these ARE's as they are planning their lessons to identify any gaps that they can later address.

Resources:

A range of resources should be used within History to develop the knowledge of primary and secondary sources. Children should understand how we have learnt and developed Historical information. Resources are available from the Library Service to order in preparation for each topic. Resources range from books to physical artefacts.

Health and Safety:

Children have access to resources that are appropriate for their age, needs and development. Risk assessments are required when taking children on a school trip.

PSHCE/FBV/RRS:

History makes a significant contribution to the teaching of PSHCE. Pupils develop self-confidence by having opportunities to explain their views on range of history topics (Social History, Environmental History) as well acknowledging different points of view through interpretations of Historical events. They are able to challenge stereotypes and appreciate that racism and prejudice are harmful aspects of society. They can appreciate that society has developed from all cultures and experiences. We also contribute to the pupils' social development where possible, for example Remembrance Day focusing on Fundamental British Values. We also encourage children to begin to learn important dates based around FBV. Moral questions based around right or wrong are also used during many of the History topics in the school.