

Worlingham CEVC Primary School

HISTORY POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:*



Introduction:

This policy outlines the teaching, organisation and management of History taught and learnt at Worlingham CEVC Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History Subject Leader.

We teach History to:

- Fire pupils' curiosity about the past in Britain and the wider world;
- Encourage thinking about how the past influences the present;
- Help students develop a chronological framework for their knowledge of significant events and people;
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world;
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Through History we can also:

Improve pupils' skills in literacy, numeracy and ICT;

Develop pupils' thinking skills, especially critical thinking;

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;

Develop pupils as active citizens.

Entitlement:

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum Programmes of Study.

All pupils are entitled to access the History curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Educational trips may have to be adapted to individual requirements.

In learning History pupils will:

- Use a range of sources such as: people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts;
- Investigate significant issues about the past;
- Work in a variety of contexts: individually, in groups, as a whole class;
- Present their knowledge and understanding in a variety of ways such as: drama, art, models, various writing styles / genre, timelines, sketches, maps;
- As they grow in confidence, begin to pose and investigate their own questions about the past.

Strategies for the Teaching of History:

Learning and Teaching in History will be in line with the school's **Teaching and Learning Policy** where provision is made for all learning styles.

The History curriculum is taught following the long term plan (*Appendix 1*).

The mode of working in History is a mix of class teaching, cooperative groups and individual work. Groups are usually of mixed ability and pupils are encouraged to communicate their findings in a variety of ways.

When Teaching History we:

Lead the learning with 'big questions' and 'key questions as laid out the long term plan and the medium term plans.

- Always explain what we want pupils to know, understand and be able to do as a result of the History they are about to study;
- Use key questions to direct pupils' thinking and enquiry about the past;
- Vary resources and learning activities to ensure each pupil can be effective in finding out about and trying to explain the past;
- Use starters and plenaries to ensure students fully understand what they are learning, how they are learning, and how well their learning is progressing.

To assess pupils' progress in History we:

- Gather evidence of what individual pupils know, understand, and can do in History by observing them at work, listening to- and discussing with them, and evaluating any work they produce;
- Make periodic (end of unit) and end of Key Stage judgements based on the attainment targets as set out in the National Curriculum;
- Report annually to parents on what their child has achieved, what s/he does well, and what is needed to bring further improvements.

In our curriculum History is taught:

As a discrete subject.

Where appropriate, links are made to other areas of the curriculum – principally, Literacy and Maths.

To teach History we have a range of resources:

Texts, artefacts, videos/ DVDs, websites, photographs, portraits, primary sources, ICT. Additional texts and artefact boxes may be borrowed from the Library Service.

The role of the History Subject Leader:

1. Support colleagues in teaching the subject content and developing the detail within each unit;
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints;
3. Audit current practice;
4. Develop assessment and record keeping thus ensuring progression and continuity;
5. Keep abreast of developments in History education and media usage.

To monitor and evaluate History the Subject Leader:

- Supports teachers via co-planning, team teaching, observing / giving feedback;

- Monitors teachers' medium term planning;
- Reviews resource provision;
- Works co-operatively with the SENDCo;
- Discusses regularly with the Headteacher and the History Governor the progress with implementing this policy in the school.

Links with whole school policies:

This policy needs to be read alongside our *Teaching and Learning Policy*, *Health and Safety Policy*, *Equal Opportunities Policy*, and *Off-Site Activities Policy*.

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