



History Policy

Person responsible: Headteacher
Ratified by the governing body: Autumn 17
Date for review: Autumn 2020

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style.

Reverend Anne-Marie Renshaw
Chair of governors

Rationale:

At Messing Primary School, pupils are given access to the past through structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units, taught through imaginative and engaging topics which successfully securing the active interest and enthusiasm of all groups of pupils. There are constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning. The children are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

Through a wide variety of teaching and learning experiences and enrichment activities, including visitors to the school, educational trips and workshops, pupils have excellent opportunities to develop their historical knowledge through learning about and understanding important aspects of local, national and world events and the histories of cultures other than their own. All pupils have the opportunity to study different themes and issues across time and to underpin their understanding of chronological events. These opportunities, combined with well-planned, in-depth studies, ensure that pupils develop a sophisticated and wide ranging understanding of history and why studying it matters.

Aims:

Through the teaching of History we aim to:

- stimulate curiosity about the past;
- develop research skills needed to access relevant information;
- increase knowledge and understanding of the history of Britain, Europe and the world;
- help pupils develop a sense of identity through studying the history of their locality;
- give opportunities to convey understanding/interpretation of past events in a variety of ways;
- provide situations which foster independent/co-operative activities;
- develop independent research skills through enquiry-based learning.

Key Skills:

Children will be taught:

- to sequence objects and events in relation to other units taught in previous year groups in order to develop a sense of chronology;
- to use and understand historical vocabulary, with access to a range of sources of information, both primary and secondary, to support this;
- that the past can be interpreted in different ways, the reasons for this and possibilities of bias in historical interpretations;
- the characteristic features of particular periods including ideas, beliefs and attitudes of people in the past, their experiences and the social, cultural, religious and ethnic diversity of the periods studied. They need to compare these with their own; start to think about how we can apply this to help us in the future (i.e we have to learn from the mistakes of the past so we don't make them in the future) E.g. spying on

neighbours during ww2, extremist behaviour that put Hitler in power, losing Roman technology after they left Britain.

- to question their observations and their knowledge and understanding of the past.

Teaching and Learning:

The staff at Messing Primary School have reviewed and adapted the long term curriculum planning to incorporate many aspects of the teaching of the History curriculum in the New National Curriculum 2014. This is reviewed regularly. Teachers use the rolling two yearly long term plan as a starting point for their detailed medium term planning.

Elements of History are delivered to the Reception children through the Early Years Foundation Stage Curriculum (Understanding of the World) and are incorporated into their topic work.

In Key Stage 1 and 2 History is taught through topics on a two-year rolling programme with a focus on cross curricular links and writing opportunities. We aim to exploit opportunities for cross-curricular work so that learning is placed within a firm context.

In KS1 and KS2 there are five key elements or skills to be developed:

1. To investigate and interpret the past.
2. To build an overview of world history.
3. To understand chronology.
4. To communicate historically.

Opportunities are taken to develop independent research and study skills through the use of books and ICT. Appropriate resources will be available to ensure that pupils have access to secondary through our School Library.

Special Educational Needs

Children with Special Educational Needs, whether they have a specific difficulty or a particular talent in History, have access to the same broadly balanced curriculum as their peers. It is the teacher's role to adapt tasks and activities to the individual needs of each child in his/her class. This should be clearly outlined in the teacher's planning.

Equality of Opportunity

Within the teaching of History, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the History curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

Monitoring

The History Leader is responsible, along with the Head Teacher, for monitoring the History provision within the school.

Healthy and Safety

Staff will ensure the safe, appropriate handling and storage of materials and equipment. Extra care is taken in the outdoor environment, and risk assessments will be carried out for educational visits, in line with policy and procedures outlined by the Educational Visits Co-ordinator.

Roles and Responsibilities

The History Leader will:

- Support colleagues, where the need exists, in their development of planning, the implementation of the curriculum, assessment and record keeping activities;
- Review and update an inventory of resources;
- Ensure staff are aware of the resources available;
- Monitor work throughout the school including planning, teaching and learning, assessment and use of resources in line with the School Development and Monitoring Plan;
- Arrange staff training as the need arises with the CPD Manager;
- Liaise with outside agencies, when appropriate;
- Remain up-to-date with new developments in History;
- Report to the Head Teacher/Governing Body, when requested.

Resourcing

The History Leader is responsible for organising and reviewing resources for History, ensuring that staff are aware of new resources.

Assessment and Reporting Arrangements:

Continuity and progression through the school is essential. We believe that monitoring and assessment is an integral part of future planning and thus helps us to maintain the delivery of a broad and balanced curriculum. Teacher assessments are in line with National Curriculum expectations. History is assessed, alongside other foundation subjects, using a given assessment format. Ongoing assessment is used to inform planning and teaching.

Opportunities for formative assessment are provided through:

- teacher observation while work is in progress;
- children reflecting on their work - reviewing, talking about and sharing work, during or at the end of the working session.
- book scrutiny
- marking and feedback

Chris Quigley 'milestones' are used to inform assessments and next steps learning. Pupil progress and attainment is communicated to parents through parent consultations and written reports.