

Graiseley Primary School



History Policy September 2023

Aims

Through our teaching of history we aim 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;
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- develop pupils as active citizens

Planning

History is taught from EYFS through Key Stage 1 to the end of Key Stage 2. In EYFS it comes under the umbrella of Understanding the World. In Key Stage 1 and 2 history is taught as a stand alone subject, however, where cross curricular links can be made these are exploited. Mobility is high within school and teaching subjects discretely is more manageable than a fully topic based curriculum.

Teaching

Topics have been allocated to each year group to enable cross-curricular links where possible and to build on prior learning and can be seen in the long-term plan. 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 mode of working in history is a mix of class teaching, collaborative learning and individual work. Groups are usually of mixed ability and children are encouraged to communicate their findings in a variety of ways. Historical work is recognised in general display or in communicating the results of historical enquiry to the whole class.

When teaching history we:

- always explain what we want pupils to know, understand and be able to do through the history they are about to do;
- often use a key question to direct pupils' thinking / enquiry about the past;

- vary the resources and activities to ensure that each pupil can be effective in finding out about and trying to explain the past;
- use starters and plenaries to ensure that students fully understand what they are learning, how they learn and how well they are progressing.

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 through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps;
- as they grow in confidence, begin to pose and investigate their own questions about the past.

At our school we teach history to all children, whatever their ability and individual need. This is in accordance with the school's policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this.

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

Curriculum Content

Please see the Long Term Plan for History on our School Website.

Marking, Feedback and Reporting

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

Resources

There is a central supply of resources for history. Resources for specific units are kept in year-group areas.

Cross-Curricular Links

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils.

Subject Leader Role and Responsibilities

The role of the History Subject Leader is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice.
- Keep abreast of developments in history education and media usage
- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Writing the subject Action Plan
- Leading staff meetings as appropriate
- Attending relevant in-service training and network meetings

Monitoring and Review

To monitor and evaluate history, the subject leader:

- supports teachers via co-planning, INSET, sharing good practice, giving feedback etc.;
- reviews the subject at the end of year through data analysis, auditing, planning, and noting evidence of history teaching throughout the school;
- reviews resource provision;
- works co-operatively with the SENCo