



## Warden House Primary School History Policy

Review date: Term 6 2018

### Aims

The aims of history are:

- To instill in the children a sense of curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations. To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology, within which the children can organise their understanding of the past.
- To understand how the past was different from the present. To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.

Pupils will:

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

### **The Foundation Stage (Reception)**

In Reception pupils will follow the Development Matters statements for History, which can be mainly found in the EYFS Specific Area of 'Understanding the World', which includes children to:

- Talk about past and present events in their own lives and the lives of family members.

### **Key Stage 1**

In Year 1 and 2 pupils will:

During Key Stage 1, pupils find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

### **Key Stage 2**

In year 3, 4, 5 and 6 pupils will:

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and the more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

### **Differentiation and SEN**

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child.

### **Cross curricular links**

Cross curricular opportunities are provided within subjects, which include English, Maths, Art and Geography. This is delivered in a creative and irresistible way.

### **Equal opportunities**

All children are entitled to an enriched, broad and balanced History Curriculum.

### **Health & safety**

Any trips outside of the school must be risk assessed.

### **Assessment, recording and reporting**

The History subject leader and class teacher are responsible for assessment, attainment monitoring the standard of the children's work and the quality of teaching in History through class track and in line with the school's assessment policy. The subject leader is responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

### **The role of the subject manager**

The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of History across the whole school.

### **Review**

This policy will be reviewed by the *Senior* Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards its targets, with additional required action to be identified and tracked by the *Senior* Leadership team. Progress will be discussed with the school *Senior* Leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This Policy was written by Christine Bristow – Subject Leader