



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

History Policy

Aims and Objectives

The aim of history teaching here at Abberley Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning style

History at Abberley Primary School is taught within a topic based approach to make the most of the cross curricular links that the subject offers. History is still regarded as a subject in its own right to ensure that the main knowledge, skills and understanding in the history programme of study are still delivered effectively. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise the value and importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

History curriculum planning

We follow the National Curriculum for history teaching in key stages 1 and 2. To ensure good coverage in the different historical areas throughout the school, teachers within each key stage discuss with each other which historical areas they will be covering each year so that good progression in learning is maintained.

Class teachers in Key stages 1 and 2 plan for history within the 'Areas of Learning' box on their medium term topic planning, where they put the key knowledge, understanding and skills that the children will be developing over a specific topic. The History subject leader observes and reviews these plans. The class teacher is responsible for writing a short term plan for their history topic. These plans list the specific learning objectives for each lesson in the sequence of learning.

Foundation Stage

The Early Years Foundation Stage curriculum is used for children in Reception class and history is included within the 'Understanding of the World' area of learning. History in Reception class is included in each class topic by the class teacher and is put in the medium term planning. Children are encouraged to develop their early historical thinking in active and engaging ways that help to promote the characteristics of effective learning.

Children with Special Educational Needs (SEN) and Gifted and Talented pupils

History forms part of the school's curriculum policy to provide a broad and balanced education to all children, including those with SEN and pupils who are gifted and talented. History teaching is differentiated by the class teacher for children of all abilities. We provide learning opportunities matched to the needs of children with SEN and we take into account the targets set for individual children in their Provision maps.

Healthy and Safety

All history teaching for lessons and trips should ensure that the health and safety of pupils and staff is maintained at all times. All members of staff can discuss lessons and trips with the Educational visits co-ordinator, Health and Safety co-ordinator and Head teacher if they ever feel they require extra information.

Assessment and Recording

We assess children's learning in history by making informal judgements as we observe them throughout the history topic. On completion of a topic the class teacher will fill in an assessment sheet which will outline the topic covered, knowledge, understanding and skills covered by each child within that topic, notes and next steps for each child and a level. A completed copy of this form will be given to the history subject leader at the end of each history topic covered. These sheets are used as a basis for assessing the progress of each child and this information is passed on to the child's next teacher at the end of the year.

Resources

History resources are kept in the main school resource cupboard. They are sorted into topics and a resource inventory list is posted beside them to aid staff in finding the correct resources for their topic. The library also contains a good supply of topic books and software to support children's individual research. Artefacts can also be borrowed from a number of sources including parents.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader, head teacher and the governing body. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing strategic lead and direction for the subject in the school. The history subject leader will fulfil this role by reviewing samples of children's work and visiting classes to observe teaching and learning in the subject.

A subject development plan for history is produced and kept by the history subject leader and this is shared with the head teacher, history curriculum governor and brought to staff meetings when the School Improvement Plans are discussed.

Signed.....

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