

THOMAS GRAY PRIMARY SCHOOL

HISTORY POLICY

Aims

We aim to provide the pupils with a high-quality history education that will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. We will teach the pupils a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage and will learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today.

Through the framework of the National Curriculum 2014, history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Organisation/Planning

We teach History through a thematic 'Learning Challenge' approach. Key stage 1 (years 1/2), Lower key stage 2 (years 3/4) and upper key stage 2 (Years 5/6) work together on Learning Challenges over a two-year cycle. Learning Challenge (topic) lessons are taught one afternoon per week. As is the nature of a Learning Challenge Curriculum History is not always taught on a weekly basis but blocked to suit topics.

Long-term planning: This maps the History topics studied over the two-year cycle for key stage 1, LKS2 and Upper KS2. The curriculum map is created through collaboration with the history subject leader, SLT and teaching colleagues. The curriculum maps are available on the school website.

Weekly planning: The class teacher is responsible for history lesson plans. Lesson plans should include specific learning objectives, planned activities, assessment opportunities, key vocabulary, safety issues, any incorporation of ICT and differentiation.

Foundation Stage

In the Foundation stage, History is an integral part of the topic work covered during the year. Planning is based upon Understanding of the World Strand People and Communities and the Characteristics of Effective Learning. Teachers plan as above and for history in their continuous provision.

Continuity and Progression

The long and medium term plans based on National Curriculum show coverage and the progression of skills are plotted throughout the school. It is the coordinators role to monitor continuity and progression.

Teaching and Learning

When teaching History, we provide opportunities for whole class teaching, group work, paired work and individual work.

Through the Learning Challenge Curriculum, the children are encouraged to ask questions, enquire, research and problem solve.

During lessons pupils are given the opportunity use a variety of historical sources, are encouraged to present their work in various ways and use a range of digital technologies.

Fieldwork is an integral to good history teaching. We try to include as many opportunities as we can to involve the children in practical historical research and enquiry.

Cross Curricular Links

History has strong links to many other subjects including English, Maths, ICT, PSE Citizenship, SMSC (Spiritual, Moral, Social and Cultural Education) and of the teaching of British Values. We expect the same high standards of work in the children's topic books as in their Maths and English books.

Inclusion

We value each person as a unique individual. We strive to meet the needs of all our children, adults and all members of the school community. All children should have access to a broad, balanced curriculum and make progress at their own pace. Specific children with special needs ranging from SEN and G&T and EAL have differentiated work that takes account of the targets set for children in their Individual Education Plans.

Equal Opportunities

It is important when teaching history that we encourage certain values and attitudes. Through understanding and knowledge comes respect. Through the study of different places/people/events, we aim to develop children's understanding and knowledge of peoples' race, religion and culture. Historical learning will offer equal interests and opportunities to both boys and girls and prepare them adequately for adult membership of a multi ethnic and multicultural society.

Resources

History resources for KS1 and KS2 are kept centrally in the Community room. Resources for the Foundation Stage are kept within the Foundation Stage in cupboards. The library contains some history topic books available to staff and children. Also, computer software is available to teachers and to support children's individual research. Class teachers are responsible for informing the History Coordinator of resources which are required in order to deliver their planned curriculum.

Health and Safety

All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. All fieldwork is subject to full risk assessments.

Assessment for Learning

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Class teachers will gather evidence of progress as part of day to day learning, assessment tasks and assessing progress at key points of learning. Teachers will assess children's work in history by making informal judgments during lessons and marking after completion of work. Assessment will be used to plan for future learning.

The Role of Subject Leader

To undertake monitoring of the standards in History.

Provide leadership and management of History to secure high quality teaching and learning.

Play a key role in motivating, supporting and modelling good practice for all staff.

Take a lead in policy development and review.

To attend subject specific courses.

To report to SLT on History related issues.

To plan and organise the allocated purchase of resources in accordance with available budget.

Review

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Signed: _____ Date: _____

Chair of Governors

Signed: _____ Date: _____

Headteacher

Date to be reviewed: _____