



TUNBURY PRIMARY SCHOOL

History Policy

Introduction and rationale:

This policy outlines the teaching, organisation and management of history taught at Tunbury Primary School. The school's policy for history is based on the National Curriculum 2014 and Focus Education.

A broad and balanced History curriculum enables pupils to:

- Develop an interest in and curiosity about the past of Britain and the wider world, including the lives of people who lived in the past.
- Develop a coherent knowledge and understanding about the past of Britain and the wider world, including the lives of people who lived in the past.
- Consider and understand how events in the past have influenced our lives today.
- Develop a chronological framework of significant events and people, and through this, develop a sense of identity and cultural understanding.
- Find evidence; ask perceptive questions; weigh it up and reach their own conclusions; thus developing the skills of inquiry, interpretation and problem solving.

Aims:

To ensure pupils have a chronological understanding of their topic and where it fits in on a timeline.

At Tunbury Primary School, History teaching aims to encourage pupils:

- To encourage children to reflect on the actions of people from the past and to appreciate how things have changed over time;
- To develop confidence, curiosity and interest in the past and to foster an understanding that enables the children to be motivated and enthusiastic about all that history has to offer;
- To build the children's knowledge and understanding of events (including local, British and world History)
- To enable as many children as possible to examine historical artefacts and primary sources;

To develop a sense of chronology and time, in order to make links between past societies and to understand the similarities and differences between historical periods;

- 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, thinking, investigation, analysis, evaluation and presentation; challenging pupils to ask why there are different interpretations of History.

Planning:

In order to achieve our aims, history will be delivered using a variety of interesting and engaging teaching and learning approaches, including research and investigation, creative and imaginative work as well as the use of primary sources. This will result in a rich and varied body of work from the children, such as writing, pictorial, speaking and drama and ICT applications; all of which will bring history to life and develop key skills for learning across the curriculum.

The history curriculum is delivered by the class teacher. The depth of coverage has been adapted from the National Curriculum guidelines 2014 and has also been linked to Focus Education, which ensures a cross-curricular approach to each topic. Teachers plan a long term overview of all topics, showing links between each subject.

In Reception and Key Stage One, History is taught in cross-curricular topics. In Key Stage Two, History is taught in units, however, the unit is carefully linked to the termly topic ensuring cross curricular opportunities throughout.

Inclusion

- All pupils regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their history skills and understanding in a safe and supportive environment.
- Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as able and talented.
- Where possible, British history is set within the context of Europe and the World. Resources are carefully selected to include a range of perspectives from men, when, different races, different nations and/or religious groups.
- History enables pupils to learn about other cultures promoting respect and positive attitudes towards others; it recognises that the pupil's own cultural background is an invaluable resource which may give an alternative view of events from the past as well as the present.

Implementation and organisation:

Planning is currently organised in line with the National Curriculum (2014) guidelines for years 1-6, following the Focus Education scheme.

History provision in the EYFS Stage is linked to the seven areas of learning; with particular relevance to 'knowledge and understanding of the world'.

Pupils in Key Stage 1 develop an awareness of the past by using common words and phrases relating to the passing of time. They use a chronological framework to understand where people and events fit within their topic of study. Children think of, ask and answer questions, using other resources to display their knowledge and understanding of key features and events.

Pupils in Key Stage 2 continue to develop a chronologically secure knowledge and understanding of British, local and world history by analysing a range of sources. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children devise and respond to historically valid questions about change, cause, similarity and difference and significance.

Pupils at Tunbury Primary School develop a chronologically secure knowledge of British history, wider world history and local history.
Pupils across KS1 and KS2 develop good literacy skills across the curriculum as topics often lend themselves to styles of writing such as diary entries and non-chronological reports.

Resources:

The history coordinator is available for advice and support where needed.
General resources and artefacts for individual units of work are stored in the history cupboard in the Year 4 area.
The internet is an invaluable tool for historical investigations and a list of useful website addresses is available from the history co-coordinator. There are books in the library covering many of the topics taught across the key stages.

Assessment and record keeping:

- Children should be observed and assessed often; at least at the end of each topic. The assessed work may be in the form of written work, teacher question/answer sessions, drama, audio tape, interviews, digital images or oral presentations.
- Each unit of work in KS1 and KS2 is derived from Focus Education. The progress made by the children is measured against expected outcomes.
- Key Questions relating to each topic, draw on the child's verbal skills; developing pupils' questioning skills; encouraging description, explanation and opinions.

Monitoring and evaluation:

A sample of books and plans are audited termly by the subject leader. Feedback is then given to each year group. Plans are monitored to ensure that the focus is not simply on content coverage but also on developing skills and questioning. Each term, a learning walk is carried out by the subject leader to ensure surroundings support the children's learning in this area.

Management and administration:

The History leader is responsible for the management of History and for making sure that the scheme of work for History is covered throughout the school. The leader will offer advice and support to staff where needed and will monitor the progression of skills throughout the school. An annual written report will be submitted to the Head teacher and relevant action points shared with all staff.

Policy written - October 2017