

HOLYMEAD PRIMARY SCHOOL HISTORY POLICY

Aim

At Holymead Primary school we aim to equip pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to stimulate pupils' curiosity and interest and develop a chronological understanding of the past. Teaching should provide opportunities to ask questions, think critically, consider evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the process of change, the diversity of societies and relationships between different groups and the challenges of their time. By considering how people lived in the past they will learn to value their own culture in modern multi-cultural Britain, as well as that of others.

Objectives

- To foster an interest in the past and develop an understanding that enables children to enjoy all that history has to offer.
- To enable children to know about significant events in British history, and the roles that individuals, movements and events have played in shaping modern society.
- To develop a sense of chronology and appreciate how things have changed over time, making connections between different events and periods of time from the earliest times to the present day.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations.
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation. This should include assessing the reliability and validity of primary and secondary sources of evidence.
- To use appropriate historical language and terminology.

Teaching and Learning

At Holymead Primary School we teach History using the National Curriculum. History is taught either in discreet lessons or blocked together depending on the needs of the class. We encourage children to think as historians, placing emphasis on examining historical artefacts and primary sources and developing their awareness of the nature and use of evidence. Where possible, children are given the opportunity to visit sites of historical significance. To ensure that suitable learning opportunities are provided for all children, we make sure that tasks are open-ended and can have a variety of responses. Pupils should be given the opportunity to participate in a range of learning experiences.

History, where appropriate is linked with other curriculum areas such as English and Art. Where appropriate, a longer piece of cross curricular writing with a historical purpose is produced for each topic covered. This writing is to be used as an opportunity for pupils to practise and develop the skills learned in English whilst applying their historical knowledge. In the Foundation Stage History is delivered through "Knowledge and Understanding of the World".

Inclusion

We aim to meet the needs of all our children through careful differentiation in History planning and by providing a variety of approaches and tasks appropriate to all abilities. This will enable all children to take an active part in History. Some children will require closer supervision and more adult support to allow them to progress whilst able children will be extended through differentiated activities. By being given enhancing and enriching activities, able children will be able to progress to a greater depth of knowledge and understanding appropriate to their abilities.

Planning

Planning is used to inform teaching and is delivered through detailed Smart Notebook or PowerPoint presentation with curriculum objectives clearly being noted at the front and key questions, resources and differentiated activities stated clearly.

Assessment

Teachers will also assess by observing children at work, questioning, talking and listening to children. Learning objectives are shown on each piece of work and must be highlighted if the objective is met. Teachers will ensure they identify and address the needs of pupils who are below or working toward the expected standard. At the end of each unit of work children are assessed on a “best fit” assessment sheet as either “working below the expected level”, “working toward the expected standard”, “expected” or “greater depth”.

Monitoring

The subject leaders are responsible for –

- Monitoring the standard of the children’s work and the quality of teaching in history through observations, book scrutiny and pupil conference.
- Supporting colleagues in their teaching.
- Being informed about current developments in the subject.
- Providing a strategic lead and direction.
- Evaluating strengths and weaknesses, and indicating areas for further improvement.
- Using the Assessment sheets to identify improvements in teaching and learning.

A range of history based resources are available at Holymead Primary School. These are stored in the resources room on each site. The school library holds a supply of history topic books for general whole-school use. The use of ICT opportunities should be made available to support and enhance the children’s individual research and learning. The History leaders are responsible for maintaining the resources, monitoring their use and ordering new resources after consultation with colleagues.

Conclusion

The historical skills, attitudes and concepts which are taught at Holymead Primary School should enable children to become active historians. We hope that the ability to ask questions, make observations and form opinions will help them gain an appreciation of the historical influences which affect our world.

Date 10.2.2020

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Article 28: Every child has the right to an education.