



Walton & Lees Hill CE Primary School

History Policy

POLICY ADOPTED BY FULL GOVERNING BODY: May 2020

Name: Joss Scouler

Position: Chair of Governors

Next Review Date: September 2025

Introduction

This policy reflects the values and philosophy of Walton & Lees Hill CE Primary School in relation to the teaching and learning of History.

It gives a framework within which all staff, both teaching and non-teaching, work. It gives guidance on planning, teaching and assessment.

The implementation of this policy is the responsibility of the teaching staff and responsibility for monitoring and review rests with the History co-ordinator.

Subject Aims

History is a foundation subject within the National Curriculum 2014. The aims of teaching History at Walton & Lees Hill CE Primary School are consistent with our school philosophy and take account of the National Curriculum 2014 objectives in key stage one and two.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) History will be taught through a topic based approach whenever possible using a range of resources to support planning, teaching and assessment. It will focus on what is taught in the curriculum and how it is taught through teaching, and measure outcomes through assessment.

The aims of History are:

- To give children a sense of their own identity within our social, political, cultural and economic background and relationships
- To prepare children for living and working in the contemporary world
- To fulfil the requirements of National Curriculum 2014
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes
- To provide a History curriculum which is broad, balanced, relevant and differentiated
- To promote positive attitudes towards and enthusiasm for History work in school
- To help children to study life in the past – the thoughts, beliefs, emotions, problems and actions of people who related to each other and their environment
- To help children gain a level of historical understanding appropriate to their age, ability and maturity
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions

Through History we can also:

Improve pupil's skills in English, Maths and I.C.T.

Develop pupil's thinking skills

Promote pupil’s awareness and understanding of gender, cultural, spiritual and moral issues In the teaching and learning of History we can identify a number of *objectives* for the children: □

To develop an awareness of the nature and use of evidence

- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, for example: Why did this happen? How do we know this is true?

History can be linked to our Geography through topics include:

- Me, myself, and I
- Me and My Family
- Me and My Locality
- Me and My Country
- Me and My World

In the teaching and learning of History, we aim to develop *concepts, skills and attitude, continuity and change, cause and consequence.*

Concepts	Skills	Attitudes
Change	Arguing	Curiosity
Cause and effect	Reasoning	Imagination
Similarity & Difference	Thinking	Empathy
Chronology	Using evidence	Understand others views
Time	Using historical vocabulary	
Continuity & Change	Sequencing	
	Ordering	Knowledge
	Interpreting	
	Understanding	Substantiate
	Explaining	Disciplinary
	Deducing	

In learning history pupils will:

- Use a range of sources such as people, museums, the local environment, sites, photographs, portraits, artefacts, written materials, music, ICT based materials, data, TV/video extracts.
- Investigate significant issues from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- Use of role play to develop understanding and empathy.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

Curriculum and School Organisation

In order to achieve the aims outlined previously, History work is organised into topic units of work at both Key Stage 1 and Key Stage 2. In both Key Stages, History is identified and valued as a subject in its own right. Certain units at both Stages provide opportunities for the development of cross-curricular themes, dimensions and skills. Wherever possible the units of work for History are enriched by looking at the History of the local and regional area and how this relates to British and World History.

Children in both Key Stages may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve for example, completing a questionnaire or researching information.

People with an interest in or expertise in a particular topic or area of history may be invited into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.

Following on from the mapping, each class teacher ensures that throughout the year History Programme of Study specified in the National Curriculum 2014 document are covered in the correct amount of detail. Planning on a weekly basis takes account of the work to be covered in a History topic.

Class Organisation and Teaching Style

Teachers are responsible for their own class organisation and teaching style while ensuring that these complement and reflect the overall aims and philosophy of the school. Children may be grouped according to age, ability or other criteria such as friendship. Such groupings are organised so as to promote cooperation and effective learning and understanding. Every effort is made to ensure that work is differentiated and matched to each group. The organisation of the class will be matched to the learning task or activity, the History topic being studied, and resources being used.

It is also the responsibility of teaching staff to enhance children's learning wherever possible with 'learning outside the classroom' activities or planned trips, depending on the topic.

Monitoring

This policy will be reviewed by the Governing Body every 2 years, or sooner, as required.

