



History Policy

Children are interested in the world around them and its past. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage. We value History in its own right and for its cross-curricular links.

Aims

As a result of our History teaching we will encourage children to:

- be observant about the historical and social aspects of their local environment and national heritage;
- Help students develop a chronological framework for their knowledge of significant events and people;
- be aware of the past and recognise links between local, national and international events;
- compare and contrast the past with the present;
- be interested in the world around them and its past;
- ask questions, form hypotheses and collect and record evidence appropriately;
- distinguish between fact and opinion and develop their own points of view;
- be tolerant and respectful of the many value systems, cultures and peoples represented in the past and present;
- 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;
- work individually and co-operatively, listening to and valuing the opinion of others.

Planning

Our teaching is based on National Curriculum Programmes of Study, implemented using QCA materials where appropriate. These have been incorporated in long term planning to ensure continuity and progression (see curriculum map).

History will be taught where possible from topics and there will continue to be cross-curricular links.

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made.

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 and value the 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

Children should be aware of their surroundings, how they have developed and how they can be preserved. This begins with investigations into their own past and the local area and this process should be reflected in the teaching and learning situation.

Curricular links to other areas are recognised and developed.

Pupils are given opportunities, where appropriate, to develop their Information Technology capability in the study of History.

Teachers should be aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.

Access

Children of all abilities can benefit from the study of History. Where children have special educational needs, these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the subject leader, SEN co-ordinator and other agencies.

Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Adults in the school are entitled to receive support from whole school planning, support from colleagues including the subject leader, INSET within and out of school and by the provision of support materials and resources.

Resources

Reference can be made to:

- appropriate reference (fiction and non-fiction) books in the school library
- collection of cross-referenced audio and video materials collections of pictures, photographs, maps, original documents, charts and artefacts
- interactive whiteboards, computer suite for websites, Espresso and software
- DVD, VCR player.

The school uses historical sites as a valuable resource, and historical expertise is used regularly to reinforce the schemes of work.

Assessment, recording and reporting

There is an agreed whole school policy to which reference should be made, and which recognises the importance of History in school.

Individual class assessments and recording of achievements in History will be done in a variety of formats. This includes gathering evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.

There is an annual report to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

Review

This policy will be reviewed by the Subject leader as part of the general curriculum review programme listed in the School Development and Improvement Plan.