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Staff Responsibility:	A Hiscutt
Linked policies:	Teaching and learning, assessment, curriculum
Signed by chair:	L. Rowbotham
Date:	November 2018

Boarshaw Community Primary School **History policy**

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Boarshaw Community Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

General Aims

- Fire children's curiosity about the past in Britain and the wider world.
- To encourage a lively and questioning approach which enables children to enjoy learning about the past.
- Help students to develop a chronological framework for their knowledge of significant events.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of skills and abilities including those relating to enquiry, investigation, analysis and evaluation.
- To encourage children to think critically when examining evidence and develop own opinions.

In the EYFS

- History will be taught through the Understanding the World element of the Early Years Curriculum.
- Children will develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change, learning about the different seasons and lifecycles through photos, discussions and real life experiences.

Teaching and Organisation

Teachers will endeavour to

- Use a range of teaching techniques, including presentations, stories, questions, videos.
- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV/video extracts.
- Investigate significant issue about the past.
- Critical analysis of sources of evidence.

- Include trips to local museums or places of historical interest where possible.
- As they grow in confidence, begin to pose and investigate their own questions about the past.
- Set learning objectives so the children are clear on their learning and ensure plenaries help to ensure the pupils fully understand what they have learnt.
- Always explain what we want pupils to know, understand and be able to do through the history they are about to do.

Planning

This year we will be following a brand new scheme of learning. Topics will be taught over an entire term (instead of half term) to allow for more in depth coverage of each historical period studied.

- Work in a variety of contexts to ensure effective learning and understanding are promoted – individually, in groups, as a whole class.
- Often use a key question to direct pupils' thinking/enquiry about the past.
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- Pupils in Years 1 and 2 will study changes within living memory and focus on significant local people.
- In Year 3 – 6 pupils will study the following topic:
- Year 3 – From Stone Age to Iron Age, Local History and key historical events, inventions and people.
- Year 4 – Ancient Egypt, The Roman Empire and the Aztecs.
- Year 5: Ancient Greece, Anglo Saxons and Vikings and Lives of Great Britons.
- Year 6: The Mayans, World War Two, Mary Celeste and Alexander Flemming.

Cross Curricular Opportunities

- Important British historical dates have been added to the calendar of events. This will include a termly whole school celebration day linked to British values.
- Establish links between history, literacy, citizenship, science, and technology where possible.
- Present their knowledge and understanding through a variety of ways such as through models, art, timelines, sketches, various writing styles, maps, role play.
- To use ICT to enable children to discover the past.
- To use the internet, CD roms, TV, cameras, audio resources to investigate and analyse information about the past.
- Pupils memorable experiences to be linked to the historical topic they are currently studying.

Assessment

- Set clear learning objectives.
- Gather evidence of what 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.
- Using peer assessments.

- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvement.

Inclusion and Equal Opportunities

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their historical learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

Monitoring and Evaluation

Provision for History is monitored and reviewed on a regular basis.
This is achieved by:

- The History Coordinator will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.
- The SLT shall have oversight of this policy and monitor the provision of History.
- The History co-ordinator will monitor classwork to identify any gaps in provision and provide guidance as to how best they are filled.