

History Policy

Coppull St John's CE Primary School



'Grow in the Grace and Knowledge of our Lord Jesus Christ'

2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

Our vision for History

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Coppull St. John's, our intent, when teaching history, is to stimulate the children's curiosity through an enquiry-based questioning approach, in order for them to develop their knowledge, skills and understanding.

Purpose of this document

This policy reflects the school's values and philosophy in relation to the teaching and learning of History. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the History Scheme of Work, which sets out the sequence of knowledge and skills we intend the pupils to acquire.

How is the teaching of History planned?

All classes will follow the History Scheme of Work. In EYFS, children will learn about the past through play-based activities designed to meet the objectives in the 'Understanding the World' Early Learning Goals. From Year 1 to Year 6, pupils will follow the school curriculum on a 2-Year Rolling cycle, ensuring complete coverage of all the intended learning.

Teaching Styles

Within classes pupils are taught:-

- Individually
- Grouped according to ability or age
- As a class
- As a combination of the above, as appropriate, according to the learning activities

A variety of resources are used including artefacts, the internet, books, worksheets, stories, group discussions, displays and classroom activities. Where possible school trips, extra curricular activities and visitors will be organised to enhance children's experiences in a given topic area. Teachers should impart knowledge securely, promoting appropriate discussion, gradually introducing historical skills as children's knowledge becomes more secure.

Continuity and Progression

The Scheme of Work ensures continuity and progression. By following the SoW, the content of the curriculum will be introduced sequentially, ensuring children build on what they know and move their understanding on further. Assessment and revision is built into the curriculum to ensure that the children 'know more' and 'remember more'.

Inclusion

Through careful planning and evaluating, learning activities will be sequenced to ensure opportunity for progression of all our children, including those with SEN/D. These pupils will have full access to the History curriculum, with appropriate adjustments made to facilitate this.

Assessment and Recording (impact)

Assessment is carried out to enhance teaching and learning and is the responsibility of class teachers, the History co-ordinator and the Head Teacher.

The assessment of children will be done in a variety of ways:-

- Observing children at work, individually and in groups
- By questioning, talking and listening to children
- By assessing work produced
- By 'low-stakes' testing on a regular basis e.g. mind maps, quizzes, games, bingo.

Monitoring

The History Subject Leader will carry out termly monitoring of the subject through a triangulation of learning walks, discussions with pupils and work scrutiny. The Subject Leader will provide feedback to teaching staff and provide a termly report to governors setting out standards in the subject.

Staff Development

Staff needs may be identified through:

- Appraisal
- Curriculum review/evaluation
- Inspection/external advice
- School improvement plan

Information is offered by the History Co-ordinator on planning and teaching activities and a variety of resources are available. For more in-depth development staff can attend courses delivered by the appropriate body.

Resources

History resources are labelled and stored upstairs above the school office. There are also resources in the school library and on the internet. Responsibility for maintenance of the resources lies with class teachers and the co-ordinator. It is the responsibility of the co-ordinator to review and update the resources available.

Review

This policy will be reviewed annually to ensure that all areas are in keeping with the latest adjustments in the National Curriculum and whole school recommendations.

History Co-ordinator: Mr Peters

Date: September 2022

Review Date: September 2023