

Vernon Primary School



History Policy



The intent of the History curriculum at Vernon Primary School is to provide every pupil with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

'Nobody else is quite like me'

Introduction:

'History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present. As they do this, pupils develop a chronological framework for their knowledge of significant people and events. They see the diversity of human experience and understand more about themselves as individuals and members of society.'

History can mean two things: the past and the study of the past. The past influences all our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and methods used to study it helps children make sense of the world in which we live.

The study of History can contribute to the overall ethos of the school. The community of the school can be enriched by some of the values taught through history such as:

- An appreciation of our common heritage and of the diversity of human experience.
- The acceptance of different viewpoints.
- Understanding the need for evidence when arguing a case.
- An ability to empathise with the world around us.

This policy reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

Aims and Objectives:

- To ensure high quality, creative teaching is delivered to all pupils.
- To stimulate children's interest and curiosity and develop their understanding with reference to the past, both in Britain and the wider world.
- To enable children to have an understanding regarding significant historical events and to appreciate changes over time.
- To develop a sense of chronology.
- To help children understand society and their place within it, developing a sense of their own cultural heritage.
- To allow children to learn about the lives of significant individuals from the past and respect how they have shaped and impacted on current society.
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation promoting independent learning.

Teaching and Learning:

Teaching staff at Vernon Primary School are fully committed to using the New Curriculum 2014 in order to implement the planning of History. The staff use their creativity and pupil enthusiasm to deliver inspiring activities based around termly themes. We recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering History lessons, including

- The use of visual and practical hands on experience to bring 'history to life' through examining historical artefacts and primary sources.
- Themed history days to link with termly topics.
- Opportunities to visit sites of historical significance.
- Encouraging visitors to come into school to share their knowledge and experience of the past.
- Using stories as a stimulus to introduce a new area of History.
- A range of drama techniques to introduce areas of History and encourage children to immerse themselves in past societies.
- Paired work (talking partners) and group work.
- Speaking and listening activities such as: presentations, debating, drama and discussions.

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- Encouraging children to ask searching questions in order to form their own interpretations historical evidence.
- The use of ICT to support research and as a tool for presenting work.
- Setting tasks which require children to work both independently and as part of a mixed ability group.

Planning:

History planning is based on the new National Curriculum 2014, using the 'Essentials' milestones as a reference point for progression in Years One to Six; plans for Reception are based on the 'Early Learning Goals' with History taught under the area of 'Understanding the World'. All teachers are involved in the planning of History. Plans are then monitored by the Head Teacher, Assistant Head teachers, SLT and the subject leader.

- The curriculum map for each year group provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The History subject leader reviews the plans on a regular basis.
- Teachers may write individual lesson plans detailing specific learning objectives and outcomes and outlining how the lessons will be taught.

Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which inform future planning.

Planning for inclusion:

The National Curriculum 2014 sets out a number of key principles essential to planning and teaching:

- Setting suitable challenges.
- Responding to pupils' needs.
- Overcoming potential barriers for individuals and groups of pupils.

These principles highlight the importance of settings and schools planning History teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND), gifted and talented (G&T) learners, are approach to effective History planning.

Assessment:

Teachers assess children's progress in History by observing their work and involvement in each lesson and judging this by the objectives and outcomes for the lesson. Assessment may be in the form of:

- Written work.
- Photographic evidence.
- A group presentation.

These observations are used to determine futures planning. Parents are informed of their child's progress in History at Parents' Evenings and in the annual report at the end of the academic year. Examples of children's work are kept by the subject leader as evidence of progression and expected level of achievements in History throughout the school.

Responsibilities:

The role of the subject leader:

- Monitoring the teaching and learning of History throughout the school.
- Supporting colleagues in the teaching of History and informing them about current developments in the subject.
- Ensuring recourses are relevant and up to date.
- Monitoring and reviewing the targets outlined in the History action plan.
- Ensuring the professional development needs of staff when and where necessary.

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The role of the class teacher:

- To provide opportunities for children to develop their historical knowledge.
- To plan exciting, stimulating lessons to foster a love of the subject.
- To ensure all children can fully access and engage with the lessons.
- To evaluate planning.
- To identify CPD needs and attend training sessions.

Parent and carer involvement:

- Parents/ carers are invited into school three times each year to share their child's work and discuss progress.
- Parents/ carers are invited to an Open evening in the summer term.
- Parents/ carers are welcomed into school to work within the classroom.

Monitoring and Review:

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Bethany Langthorp

Subject Leader for History

Policy date – January 2018

Review Date – January 2021

Ratified by Governors – January 2018