History Policy`

Jesus said "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put in under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven. *" (Matthew 5: 14-16)*

(taken from the Sermon on the Mount)



We want our children to shine brightly in all that they do and be a good example to others by…

History - A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement – National Curriculum.

1. AIMS

History aims to provide pupils with opportunities to investigate the past and make sense of why and when important events happened, as well as introducing them to key historical figures. History also contributes to children's knowledge of other people's countries and cultures.

2. TEACHING HISTORY AND GEOGRAPHY

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We recognize 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.

3. CROSS CURRICULAR LINKS

History topics provide many opportunities for cross-curricular links with other areas of the curriculum. Both subjects have strong links with computing and digital literacy. There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes. There are also many ways to link History with Literacy, such as writing letters/diary entries/weather reports etc. Links with Numeracy can be achieved through work on timelines/handling data etc. The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects.

4. PLANNING

History is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in history, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during Early Years and Key Stage 1. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Our medium-term plans give details of each unit of work for each term. The class teacher plans learning sequences within a topic map (short-term plans). These plans list the specific knowledge to be taught in each lesson. The class teacher keeps these individual plans, reflects and adapts them as required. The plans are shared with the history subject leader.

5. BREADTH AND BALANCE

A variety of skills and concepts are taught in each topic area. Over the key stages history is taught from a variety of perspectives: political, social, economic, religious, cultural and aesthetic. Content is selected, ensuring the children get a balance of knowledge and understanding of their own and other societies, religions, cultures and countries at KS1.

6. ASSESSMENT

Wider curriculum subjects are assessed through regular retrieval activities and end of unit, summative assessments designed by teachers to identify the knowledge secured by children.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. All adults make informal observations of children at work and play to contribute towards formative assessments for each child. These occur while the learning is happening and inform teaching on an ongoing basis. They are then used to plan for activities based on child interests. Teachers use these formative assessments within their planning cycle.

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this teachers ask carefully crafted questions to assess against the lesson's success criteria. They carefully monitor pupils' responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

7. EQUAL OPPORTUNITIES AND INCLUSION

All children at Abbey C of E Infant School are entitled to access the History programmes of study at a level appropriate to their special educational needs, regardless of race, sex, religion, ethnic group, culture or ability. Every effort is made to ensure that activities are equally interesting to boys and girls and reflect our multicultural society. Full integration and participation is achieved for those children with specific physical needs by appropriate planning and differentiation by the class teacher.

Some topics, such as Victorians and The Great Fire of London, will be planned and delivered with sensitivity.

We want all of our children to 'shine brightly' in their history learning.

8. RESOURCES

Resources are available for Early Years Foundation Stages and Key Stage 1, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year.

9. STAFF DEVELOPMENT

We believe that staff should possess the subject knowledge required by the National Curriculum and should be able to teach their topics with enthusiasm, confidence and enjoyment. We support staff development in this curriculum area through the attendance of courses and sharing ideas.

10. ROLE OF THE SUBJECT LEADER FOR HISTORY

The subject leader is responsible for the maintenance and development of History. The History subject leader is responsible for ensuring quality and raised standards in the subjects by:

- Playing an active role in the development of History
- Acting as a consultant to colleagues on resources, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, pupils' views on the subject, displays and teacher's planning.
- For developing the progression map for History knowledge.
- Auditing and ordering