

## **Subject Policy: History**

The following policy must be read in conjunction with all other school policies.

### **1 Aims**

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer
- to enable children to know about significant events in British History and to appreciate how things have changed over time
- to develop a sense of chronology
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education
- to understand how Britain is part of a wider European culture and to study some aspects of European History
- to have some knowledge and understanding of historical development in the wider world
- 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

### **2 Curriculum organisation**

#### **EYFS**

In the EYFS, History comes under the heading of "Understanding the world." However, elements of History occur throughout the curriculum and can be observed across the seven areas of learning. Teachers refer to the Development Matters Statements and Early Years Outcomes when planning activities and topics to develop historical knowledge and understanding. Children develop an understanding of time by recalling significant events in their experience, talking about past and future events, developing an understanding of growth, decay and change and making short term future plans.

#### **KS1, LKS2 & UKS2**

History is planned to cover the requirements of The National Curriculum and follows the Rising Stars scheme of work.

### **3 Contribution to other curriculum areas**

#### **- English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop speaking and listening skills through discussing historical events, questioning and presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Historical vocabulary is emphasised and opportunities are given to learn specific historical vocabulary.

#### **- Maths**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology during activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **- ICT**

We use ICT in History teaching to research using the internet, enhance the children's skills in data handling and in presenting written work.

#### **-PSHE**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and begin to develop tolerance and respect for others.

#### **-SMSC**

The teaching of History offers opportunities to support the social development of our children due to our whole school and class expectations. Our collegial philosophy promotes children's mutual respect of each-other. Through their collaborative and co-operative work, the children value each-other's abilities and develop a better understanding of themselves.

### **4 Inclusion**

Planning at all levels aims to deliver a broad and balanced curriculum to all children, irrespective of their ability or gender. Pupils are grouped in mixed ability and gender groups for all activities. Lessons are differentiated appropriately. Teaching assistants, when available, work as directed by the teacher.

Gifted and Talented children are given opportunities to work on extended, open ended activities.

## **5 Assessment and recording**

The History subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in History in each year of the school. In EYFS, observations are made during 'adult directed activities' (ADA) and 'child initiated learning' (CIL). These are added to each child's Learning Journal.

In KS1, LKS2 and UKS2, teachers assess the children's work in History by looking at the focus outcomes of the Rising Stars scheme of work. Teachers' ongoing evaluations and judgements made throughout lessons also contribute to the children's assessments. Class teachers assess whether children are working towards age related expectations, at age related expectations or at greater depth. Each History plan gives an example of what a child should be able to do for each of these levels. The children are aware of what they are learning and their steps to success for every lesson. This information is recorded and used to plan future work.

## **6 Health & Safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures when using artefacts and other resources. Risk assessments are conducted by staff prior to any fieldwork. (See Health & Safety Policy).

## **7 Resources**

A variety of resources to support the teaching of History are regularly reviewed by the subject leader and kept in a central store. Rising Stars provides a large online resource bank which contains pupil resources, such as worksheets, as well as discussion questions and activities. The resource bank also includes images, timelines and videos to solidify learning and engage the children. In addition, there is a range of teacher resources which includes background information to improve subject knowledge.

## **8 Monitoring and review**

The History subject leader is responsible for monitoring the standard of the children's learning, the quality of teaching and supporting colleagues in the teaching of this subject. It is also the subject leader's responsibility to ensure they are well informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader must allocate time for monitoring children's work and observing teaching of the subject across the school.

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