



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

HISTORY

APPROVED	September 2020
TO BE REVIEWED BY	September 2023

FAIRLANDS PRIMARY SCHOOL

HISTORY POLICY

AIMS

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- to develop a strong sense of chronology, for the earliest point possible to the present day.
- 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 promote enjoyment and enthusiasm for learning of history through practical activity, exploration and discussion;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to know and understand significant aspects of the history of 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 critical thinking and enquiry skills and a strong knowledge and understanding of historical topics, with children beginning to make links between topics.
- to develop in children the skills of investigation, analysis, evaluation and presentation.

PLANNING

Topic Maps give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in history is planned for using **progression in skills documents** based on the national curriculum which are delivered through a thematic, topic-based approach. A **Medium Term Plan** is completed for each topic area. This ensures that learning is made relevant through interesting contexts that are meaningful to the children.

The **Short Term Plans** are then completed to give further breakdown of how curriculum opportunities will be provided on a lesson by lesson basis, linking to Curriculum Progression statements transferred from the Medium Term Plan.

LEARNING & TEACHING

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise 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. We encourage children to challenge the knowledge that they gain through strong enquiry and investigative skills.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

HISTORY IN THE FOUNDATION STAGE

We teach history in nursery and reception classes as an integral part of the topic work covered during the year. We refer to objectives set out in the EYFS which underpin the curriculum planning for children aged three to five. History makes a significant contribution to 'Understanding the World' in the EYFS, and children can reach these objectives through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

ASSESSMENT AND RECORDING

We assess children's work in history by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Throughout the school, opportunities for recording are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

RESOURCES

Individual classes keep items which are relevant to the topics they are delivering.

Termly, an audit will be made of resources and each year group will be asked to make requests for resources at this time.

The subject leader will review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in history.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.