

St Margaret's Church of England Primary School

History Policy- September 2024

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at St Margaret's Church of England Primary School.

The implementation of this policy is the responsibility of all teaching staff whilst the responsibility for monitoring and reviewing the policy rests with the History coordinator.

The importance of History

Our Aims

Through our teaching of History we aim to:

- Stimulate pupils' interest and curiosity about the past in Britain and the wider world.
- To encourage thinking about how the past influences and sculpts the present.
- Equip pupils to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement of a topic.
- Help pupils develop a chronological framework for their knowledge of significant events and people from the past.
- Support and guide pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and challenges of their time.
- Develop a range of skills and abilities- particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Through History we can also

- Improve pupils' skills in literacy, numeracy, ICT and Art and Design.
- Develop pupils' thinking and questioning skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues within and amongst society
- Develop pupils to become active citizens.

Differentiation, inclusion and equality of opportunity

All pupils are entitled to access the National Curriculum for History at a level that is appropriate to their needs without discriminating those from different race, gender, ability and disability. Practical/Fieldwork may have to be adapted to meet individual requirements.

In line with our **Equality Policy** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged appropriately regardless of race, gender, religion, social background, culture, ability and disability.

Strategies for the teaching of History

Learning and Teaching in History will be in line with the School's **Teaching and Learning Policy**, where provision is made for all learning styles.

- In our Curriculum, History is taught within an integrated/topic approach linking it with the Programmes of Study from the 2014 National Curriculum. Topics from prescribed content are chosen by teams of teachers. Long Term and Medium Term plans are drawn up by teachers to ensure coverage of the programmes of Study designated for each year group.
- The mode of working in History is a mix of class teaching, cooperative groups and individual work
 - Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways shown through example by the class teacher.
 - Practical/Fieldwork is a purposeful and integral part of the History Curriculum.
- History work is recognised in general display or in communicating the results of an historical enquiry to the whole class.

In learning History pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data and digital sources.
- Investigate significant issues and people from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

When teaching History we:

- Always explain what we want pupils to know, understand and be able to do through the History they are about to do.
- Often use a key question to direct pupils' thinking/enquiry about the past.
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

To assess pupils' progress in History we:

- Gather evidence of what individual pupils know, understand and can do in History by observing them at work, listening to and discussing with them and evaluating any work they produce.
- Make periodic and end of key stage judgements to decide if the child is working towards or at the expected level.
- Report annually to parents in a written report.

Monitoring and Evaluation:

To monitor and evaluate history the co-ordinator will:

1. Support colleagues in teaching the subject and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Monitor current practice.
4. Develop assessment and record keeping to ensure progression and continuity.
5. Keep abreast of developments in history education and media usage.

Resources:

To teach history we have a range of resources such as; texts, artefacts, videos, posters, photographs, portraits, primary sources, ICT. In addition Artefact boxes may be borrowed from Colchester and Ipswich Museum Service.