



**MELLERS PRIMARY SCHOOL
HISTORY POLICY**

January 2017

PURPOSE OF STUDY

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. History helps 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 identity and the challenges of their time.

AIMS

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In the Foundation Stage we provide opportunities for children to:

- Talk about past and present events in their own lives and those of family members.
- Support children in seeing the ways in which their cultures and beliefs are similar, sharing practises, resources, celebrations and experiences.
- Extend their vocabulary through talking, questioning and explaining their observations related to themselves and the lives of others.

PLANNING AND ORGANISATION

- The National Curriculum 2014 provides the basic framework for learning and teaching in history.
- Long Term and Medium Term planning is primarily undertaken as a whole school, using a common topic or theme, including transition
- Short term planning is done in year group or key stage teams, individually and delivered by the class teacher.
- One unit of work is planned and undertaken termly as appropriate.
- Children will work individually, in groups, and as a whole class.
- Group work will be of mixed ability and the children will be encouraged to work co-operatively and develop interpersonal skills.

History provides a natural opportunity for children to practice, improve and apply skills and knowledge such as speaking and listening, English, mathematics, science, computing and art and design. Topics aim to develop key skills such as creative problem solving, working with others and communication skills. Children should develop an understanding of the world through first-hand experience. Wherever possible children will be given opportunities to visit the local area, museums, shops/restaurants and meet with “experts” to develop their learning and experiences.

RESOURCES AND HEALTH AND SAFETY

History resources are kept centrally and additional resources that may be topic specific to a particular year group are then stored in those particular classrooms. Any health and safety points will need to be included onto topic plans, particularly outdoor or offsite visits. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice. Risk assessments for specific activities should be referred to during the planning and these will be found in the risk assessment file on the staff shared area of the network.

- Adult to child ratio must be appropriate to the activity / visit.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

RECORDING & ASSESSMENT

- The history subject leader will collect selected examples of children’s work. The examples will be used for identifying progression and expectations. These will be kept in a portfolio/subject co-ordinators photo folder as evidence.
- Teachers assess children’s work on a continual basis through discussion and questioning, work completed and products made.
- On-going feedback and teacher marking support teacher judgements
- Children’s history work will be recorded in their topic books.
- Children are encouraged to self-evaluate as a form of assessment.
- Progress will be reported annually to parents.

EQUAL OPPORTUNITIES

The Mellers Equal Opportunities and Race Equality policies are followed at all times. The teaching of history is according to the 2014 national curriculum and approached with the following principles and practices in mind. At Mellers Primary we believe that every individual within the school has the opportunity to achieve their full potential, has the same chance and equal access to all areas of the curriculum. Every effort is made by staff to use stimuli that reflect the cultural diversity of our school and to draw on pupils own experiences. We aim to create a “rich enquiring environment”. Boys and girls achievement is planned for equally and bilingual support is sort where possible for pupils to whom English is an additional language.

MONITORING AND REVIEW

The monitoring of the standards of children’s work and of the quality of teaching of this subject is the responsibility of the history co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.