



History POLICY

July 2019

History Policy 2019-20

At Cantrell, our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all our work. The outcomes are mutually reinforcing. Children learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty. Keeping the outcomes in mind at all times helps us all to focus on what they mean in practice and how progress towards them will be measured. In History we will focus mainly on delivering the 'Enjoy and Achieve', and the 'Making a Positive Contribution' strand'.

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Cantrell Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator

We teach history to:

- Encourage pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Encourage pupils to be curious about what happened in the past
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- 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 and ICT
- Develop pupils' thinking and enquiry skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

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, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, timelines, sketches, 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 and share learning objectives
Often use a key question to direct pupils' thinking / enquiry about the past
- Link History to our current theme within the updated 2014 National curriculum
- 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
- Try to give children first hand experience within the curriculum on visits, trips or visitors
- Deepen thinking with open ended questioning and inquiry skills

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 using the levels of attainment statements in some year groups.
- report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements

Teaching history to children with special educational needs (SEN)

At our school, we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We also allocate classroom support to those groups of children requiring it within history lessons.

History in EYFS

History is taught in the EYF stage through the 2 main early learning goals. These are;

Early learning goal – people and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Early learning goal – the world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

To teach history we have a range of resources:

Texts (ELS library books), artefacts (access artefacts), videos, photographs, portraits, primary sources, ICT, websites

To monitor and evaluate history the co-ordinator:

- Supports teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' medium term planning
- Reviews resource provision
- Works co-operatively with the SEND Co-ordinator
- Reports regularly to the head teacher and the history governor, the progress with implementing this policy in the school

- Ensures progress within reading and writing is being met through History and that there are other cross-curricular links such as numeracy

Reviewed by J.Stirland – History coordinator

Next review: September 2020