

History Policy

Introduction

History is a skills based curriculum area. Many of the skills contribute to and enrich other areas of the curriculum. The National Curriculum for History states that ‘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.’

At New Ash Green Primary School, we use the new National Curriculum for History (2013) as the basis of our history programme. We are committed to developing the children’s key skills such as: asking perceptive questions, thinking critically, weighing evidence, ordering events chronologically and identifying primary and secondary sources.

Aims of the 2014 National Curriculum are for our pupils to:

- 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.

Breadth 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.

Planning

Long term planning

There is a long term plan that is available to all member of staff on the Shared Network. This plan has been carefully created to ensure adequate coverage.

Medium term planning

Every term, each year group will produce a medium term plan that covers the history learning that is to take place. This document ensures that subject coverage is met and that the subject leader can see a progression through the unit of work.

Short term planning

The medium term plan aids teachers is completing their short term plans (foundation subjects). This document will contain what the learning intention is and what the activity (if applicable) is. During the lesson, the teacher is expected to annotate this document to ensure the ongoing assessment is taking place.

Parental Involvement

We encourage parents to be involved by:

- Inviting them into school three times yearly to discuss the progress of their child.
- Inviting parents to come into school to look at their child's books twice a year.
- Providing parents with a termly newsletter which includes information about their child's maths learning.
- Providing parents with a yearly report of their child's achievements.
- Providing Learning Together activities to be completed termly.

Inclusion

At New Ash Green Primary School, we recognise that pupils come to school with a varying range of abilities. Due to this, we are aware of the need to ensure that every pupil is suitably challenged and can succeed. Due to this, as a school, we strive to ensure that pupils who have SEND can participate in lessons and thus allowing them to reach their full potential. We are also acutely aware of the need to challenge those who are more-able and gifted and talented. This is primarily done through the class teacher differentiating activities to suit the needs of the learner.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process.

Short term

Pupils' work is assessed during and after each lesson. All members of staff are aware of the importance of both teacher and teaching assistant making observations about pupil learning to ensure that they can be suitably challenged. Assessment is also carried out after a lesson through the teacher marking every piece of work in accordance with the school's marking policy.

Medium term

At the end of a unit of work, pupils are assessed through the class teacher making a judgement by exception in relation to the skills being taught in said unit. This is to allow staff members and the subject leader to identify those pupils who are falling behind or those who are working above the expectations for their age. After this, this document will then enable staff to put the relevant support in place to ensure that all children can reach their potential.

Long term

At the end of the year, all class teachers will share with the new teacher the medium term assessment documents. The intention is for the next class teacher to become familiar with the documentation and in turn enabling them to immediately provide suitable challenge for pupils.

Resources and display

Across the school, member of staff are encouraged to make use of both artefacts and digital resources. We firmly believe that such resources allows the subject to come alive for pupils and enriches their experiences.

History displays in school come in two forms. These are: classroom displays and those around the school. Every class has a display that is changed termly to coincide with their termly topic. Those around the school are changed twice a year and the teacher is at liberty to choose what is presented.

Immersion sessions/days

Where appropriate year groups are encouraged to organise immersion sessions or days to enable pupils learning to come alive. These sessions or days can take place at the start of a unit of work or towards the end. It is at the teachers discretion to decide when is most appropriate.

Visits

As a school, we recognise the importance of outdoor learning. Due to this, every year a class takes part in an outing to a site that links to their classroom learning.

Role of the history subject leader

- To lead in the development of history throughout the school.
- To monitor the planning, teaching and learning of history throughout the school.
- To provide teachers with support in the teaching of history.
- To monitor and maintain high quality resources both digital and artefacts.
- To keep up to date with new developments in the area of history.