



# Longhill Primary School

## History Policy



Reviewed by: Miss M Gibson-Gibbs, Autumn term 2018

Date Agreed by the Quality of Teaching Team:

Date of Report to the SIMC and minute number:

Date of Next Review: As required

This Policy should be read in conjunction with the Marking Policy

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## 1. Introduction

This history policy aims to:

- support the raising of standards in the subject across the school
- provide teachers with a common understanding of how history is taught throughout school across the key phases
- support consistency and entitlement to provision for all pupils in school
- support teachers in delivery of new curriculum and essential skills content

### 1.1 Why We Teach History

All children are entitled to access to the National Curriculum for History. Planning is in line with National Curriculum requirements for KS1 and KS2 curriculum and the Early Years Foundation Stage (EYFS). The new National Curriculum sets out the coverage of the History Curriculum. History is taught through a whole school topic approach with broad and exciting topics for all year groups. At Longhill Primary School we use a mix of both Continuous Provision and whole class lessons to develop a child's passion for History. This gives children the opportunity to independently explore their love for specific eras within History and do so in a way which is appealing to them.

## 2. Key Skills

- Children are taught the importance of sources, both primary and secondary, and how we can use these in different ways to interpret the past.
- To sequence objects and events in relation to other units taught in previous year groups in order to develop a sense of chronology
- Children need to be taught historical vocabulary, and have access to a range of sources of information both primary and secondary to support this
- Children need to be taught that the past can be interpreted in different ways, the reasons for this and possibilities of bias in historical interpretations
- Children need to be taught the characteristic features of particular periods including ideas, beliefs and attitudes of people in the past, their experiences and the social, cultural, religious and ethnic diversity of the periods studied. They need to compare these with their own
- Children are encouraged to question their observations and their knowledge and understanding of the past

### 3. SPEAKING AND LISTENING

- Class teachers should give children the opportunity to talk to extend their thinking and consolidate their understanding. This should be done through paired talk and within groups. Children are encouraged to share their thoughts and ideas with the rest of their peers and this should be done regularly to build the confidence of children when discussing History.

### 4. HEALTH AND SAFETY

Teachers should ensure that all learning takes place within a safe environment with special reference to the use of resources. Visits to off-school sites should be arranged in line with the Educational Visits Policy.

### 5. Teaching and Learning Styles

- The teachers' responsibility is to plan, deliver and assess the curriculum in such a way as to meet the needs and learning styles of all children in the class
- Teachers are responsible for the resources provided by the school as well as borrowing resources boxes from the local authority
- History can be taught through both whole class lessons and Continuous Provision, but should always be exciting and creative with a clear focus on the impact an event from the past has had
- Teachers are responsible for monitoring progress in history by providing samples of work relating to their class to the subject leader

### 6. Inclusion

- 6.1 At Longhill Primary 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.
- 6.2 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, 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.
- 6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.

We enable pupils to have access to the full range of activities involved in learning historical enquiry skills and facts. Where children are to participate in activities outside the classroom, for example, a playground game in history, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment and recording:**

Formative assessment opportunities arise naturally in the course of teaching history.

## **8. Monitoring and review**

**8.1** We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The coordinator also reports to the governing body on the progress of children in History in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in history.

**8.2** The co-ordinator also liaises with the local secondary schools through cluster meetings, so that they are aware of the history experience of our children when they move to the next phase of their education.

## **9. Our school vision**

Empowering children to learn.....

Our aim at Longhill Primary School is for all children to become resilient learners who strive to achieve their highest potential in all that they do.

Our curriculum, driven by continuous provision, enables children to experience a wide range of opportunities which challenges their thoughts and feelings. Children will become confident individuals and critical thinkers who have the skills and aspirations to be lifelong learners in our ever-changing world.

We have an ethos of care and positive relationships that aims to develop social and emotional skills which encourages us all to be respectful of others.

Our restorative approach aims to provide a sanctuary where children's lives are enhanced, and all involved in the Longhill Primary community feel safe and valued.