



BIRCH COPSE PRIMARY SCHOOL **HISTORY POLICY**

Version

Version:1

Status:

Good practice

Introduction

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. History will be taught in accordance with the National Curriculum.

Aims and Objectives

History is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

- a) At Key Stage 1, pupils will be given opportunities to develop an awareness of the past and of ways in which it was different from the present. They will be helped to set their study of the past in a chronological framework and to understand some of the ways in which we find out about the past; to develop words and phrases relating to the past; to compare different times and ways in which the past is represented.
- b) At Key Stage 2, pupils will be given opportunities to learn about important episodes and developments in Britain's past, from Tudors to modern times , about ancient civilisations and the history of other parts of the world. They will be helped to develop a chronological framework by making links across the different study units. They will be given opportunities to investigate local history and to learn about the past from a range of sources of information.

Planning and Organisation

Planning

Planning for History is carried out following the scheme of work, policy and guidance notes for History. These documents are the responsibility of the History subject leader. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

Pupils' experiences

Pupils will experience the following knowledge, skills and understanding through the development of the areas of study at KS1 and the study units at KS2 as appropriate:

- chronology
- range and depth of historical knowledge
- interpretations of history
- historical enquiry
- organisation and communication

In addition, across KS2, pupils will be given opportunities to study:

- aspects of the past in outline and depth
- history from a variety of perspectives- political; economic; technological ;scientific; social and cultural

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of History. Medium term plans are adapted and linked to topics where appropriate.

Information and Communication Technology

The use of ICT and the teaching of ICT should enhance, develop and support pupils' learning of History.

Homework

Appropriate homework will be set by the class teacher to enhance and develop children's learning in History, following guidelines from the school's homework policy.

Equal Opportunities and Special Needs

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the History curriculum. Those identified as Able, Gifted and Talented in History will be given opportunities to develop their skills.

Assessment, Record Keeping and Marking

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in History is assessed.

Monitoring

The monitoring of History will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of History Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

Other Policies and Documents

Please also refer to the following policies and documents:

School based: History Guidance notes, History Scheme of Work, , KS1 and KS2 topic cycles, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy, Homework policy

Other: National Curriculum, QCA Schemes of work.

Role of the History Subject Leader

- To audit, order, organise and store resources appropriately
- To manage the History budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of History and keep staff informed of changes in the curriculum
- To keep the History subject leader's file up to date
- To monitor and evaluate History standards throughout the school
- To organise any school-wide events associated with History

Responsible officer

History Subject Leader

Date of last review: November 2014

Dates of amendments: 9th February 2010

Date of next review: November 2017