



## **History Policy**

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**Signed: Alan Ferns**

**Position: Chair of School Improvement & Pupil Welfare Committee**

**Reviewed:**

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## **Primrose Hill Primary School History Policy**

### **Introduction**

This document reflects the school values and philosophy in relation to the teaching and learning of History. It sets out a framework within which both teaching and non teaching staff can operate and gives guidance on planning, teaching and assessment.

### **Aims and purposes**

At Primrose Hill, History is included as a foundation subject within the National Curriculum. The children acquire and apply knowledge and understanding of Britain's past and that of the wider world. History allows the children to develop their understanding of 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.

### **Curriculum and School Organisation**

All staff in Key Stage 1 and Key Stage 2 use the Support Materials created by the Lancashire Professional Development Service to plan and develop the knowledge and understanding of the children. The materials supports staff members to ensure children gain a good understanding of the History National Curriculum required for their age.

The topics created allow the children to access History through discrete sessions and through cross-curricular activities.

History is organised to enable pupils to take part in a broad range of activities directly concerned with: chronology, events, people and changes, communication and enquiry, interpretation and using sources.

Throughout the Early Years Foundation stage staff aim for children to be able; to talk about past and present events in their own lives and the lives of family members, know about the similarities and differences between themselves and others, and among families, communities and traditions, and make observations and explain why some things occur and talk about changes.

### **Classroom Organisation and Teaching Style**

History is taught by all class teachers and the curriculum subject leader has the responsibility of developing the subject throughout the school.

Class teachers are responsible for their own class organisation and teaching style in relation to History, while at the same time ensuring that these compliment and reflect the overall aims and philosophy of the school. History will be developed through a range of subject areas in the school, so that links will be made between subjects. The children are taught either, individually, in groups or as members of a team or as a class.

Mrs Ackerley  
History Subject Leader

## **Resources**

History resources are kept in the History cupboard on the ground floor between the Nursery and Reception classes. All resources are in the cupboards, with big books stored in the library. These resources are regularly monitored and updated when required.

## **ICT**

ICT is a large part of the teaching of History. Staff often use media clips to ensure children understand what happened in the past alongside other resources including digital mapping. It is also used throughout the school by pupils; the younger children use cameras to take pictures to compare themselves and others from their past, as the children develop their understanding of ICT, the resources are used for paired and independent research, and the more able children will then use ICT to develop presentations and produce work electronically.

## **Health and Safety**

The class teacher is responsible for any health and safety matters in history lessons. These issues should be highlighted in any planning and shared with the children so that they are fully aware of them. The children should also be encouraged to consider safety for themselves, others, the environment and the resources they use, including when children are taken on a trip.

## **Inclusion**

Teachers aim to give every pupil the opportunities to experience success in learning and achieve as high a standard as possible. History must be accessible to all pupils. Special consideration must be given to pupils with learning difficulties and those with physical disabilities.

## **Differentiation**

The aim of differentiation in History is to develop a sense of achievement and success in all children by providing opportunities and experiences that maximise their potential. It is possible to differentiate by; alternating teaching strategies, methods, pace and language, selecting teaching materials and resources according to the abilities of the children, deliver content according to specific needs, provide suitable tasks.

## **Evaluation and assessment**

Evaluation is carried out to enhance teaching and learning of History and it is the responsibility of all staff to monitor and evaluate the curriculum provision made for History, to ensure all children make the greatest possible progress.

Some evaluation is ongoing and occurs through observation and discussion of children's work. Children evaluate their own work at the end of each topic, and are encouraged to consider their work objectively.

History policy reviewed and updated January 2016

Mrs Ackerley  
History Subject Leader

All staff assess the attainment of children in their class at the end of each topic. Assessment grids are used to document the progress the children are making towards their end of year and end of key stage National Curriculum goals.

### **The role of the Design and Technology subject leader**

The History subject leader has the responsibility for the development and monitoring of the History curriculum throughout school. The subject leader is also responsible for updating the policy, scheme of work and subject development plan as well as contributing to the school development plan where possible. It is the subject leader's responsibility for the day to day maintenance of the equipment in the resource area and for purchasing new equipment and materials to support History activities in school. The subject leader will offer support and guidance to colleagues in planning activities when requested and also monitor work throughout the school including assessment and record keeping. The subject leader receive any information/resources that arrive in school and also provide workshop opportunities using outside agencies.