



History Policy

History

Children are naturally interested in the world around them and its past. The study of History makes a valuable contribution to a child's understanding of all aspects of life, giving a sense of identity and heritage. Our History teaching encourages our values of kindness, resilience, and respect by exploring diverse perspectives, learning from past challenges and understanding how people's actions have shaped the world we live in today. We value History in its own right and for its cross-curricular links.

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Queensway Primary School, Banbury.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Senior Leadership Team. The implementation of this policy is the responsibility of all teaching staff.

Guidelines

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 National Curriculum sets out the coverage of the History Curriculum.

Our aims

At Queensway School we aim to:

- Ignite pupils' curiosity about the past in Britain and the wider world.
- Develop pupils' thinking and discussion skills, while considering how the past influences the present.
- 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 family, 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 those events.
- Ask questions, form hypotheses, have opinions and develop their own point of view.
- Collect and record evidence from a variety of historically accurate sources, progressing in complexity as children move through the school.
- Respect the values and cultures of people represented in the past and present.
- Develop skills of enquiry, investigation, analysis, evaluation and presentation.
- Work individually and co-operatively, listening to and valuing the opinion of others.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens through ensuring they learn about a broad and diverse mix of historically significant individuals.

Teaching and learning

History is a foundation subject in the National Curriculum. At Queensway Primary School, the teaching of

History will be in line with the teaching and learning policy with children often studying History using a cross curricular approach. To help children understand that historical events can be interpreted in different ways, we encourage children to ask searching questions and provide cross curricular links with literacy, computing, maths and the arts.

In Early Years Foundation Stage, History falls under the specific area of Understanding the World – People and Communities. Children learn to talk about the past and present events in their own lives and the lives of family members for example, making links with transport in the past and present. In Key Stage 1, pupils develop an awareness of the past and the ways in which it is different from the present. They will be taught about the lives and lifestyles of people in the recent past and about famous people and events in the more distant past. They will begin to develop an understanding of change over time and develop vocabulary to describe these changes

During KS2, pupils build on their learning from KS1, developing a sense of chronology. By the end of KS2, they have developed their knowledge, understanding and skills in history by studying a range of historical units as set out in the agreed Long Term Curriculum plan. The class teacher is responsible for producing medium term plans relating to this, using the Curriculum Overview documents to ensure progression of children's substantive and disciplinary knowledge.

In History lessons, children work in a variety of ways. This includes working independently, in pairs, in groups and as a whole class. Teachers differentiate work in a variety of ways to meet the needs of individual pupils, using the following for guidance.

- Lessons are planned to provide opportunities for pupils to develop, apply, and make progress within the wide range of historical skills and concepts, outlined in the Curriculum Overview documents.
- Activities are created within units which encourage pupils to reflect on their own values and attitudes in relation to a wider world e.g. moral issues, democracy, and tolerance.
- Key questions are used to direct pupils' thinking/enquiry.
- The use of resources and activities are varied to ensure each pupil can learn effectively.
- Medium term plans include differentiation to challenge and support, including adaptations for children on the Special Educational Needs register.

A large proportion of the work undertaken by pupils will have an investigative/enquiry approach. By studying primary and secondary evidence, using texts, online sources of information and artefacts, pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.

Visits and fieldwork are an important part of a pupil's entitlement. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Health and safety checks and risk assessments are carried out routinely for any aspect of teaching and learning that takes place outside the normal classroom. Careful preparation will ensure that pupils are given tasks appropriate to their ability, which will develop their skills of observation, questioning, recording etc.

Resources

Resources for specific year groups are stored in the relevant classrooms. A range of information books relating to the History topics are housed in the library and should be returned after the unit has been taught.

The History Leader has also provided information relating to the hiring of artefact boxes from local museums, as well as possible trips and visits to further the children's understanding and knowledge.

IT

At Queensway School, pupils are given every opportunity to develop their ICT skills through History themes. Teachers ensure that pupils have the opportunity to make use of ICT and apply their developing skills with computers in a range of ways in their History work. Teachers should also use ICT as a tool for teaching aspects of the history curriculum. This is shown on medium term plans.

Oracy

When teaching the whole class, teachers should give children the opportunity to talk to extend their thinking, explain their ideas and consolidate their understanding. Children are also expected to discuss their ideas in full sentences to support their speaking and listening.

Monitoring, Evaluation and Review

In collaboration with the Head teacher, the subject leader is responsible for an annual action plan for history to allow for development of the subject. Work produced by the children will be assessed, scrutinised and monitored in line with the Teaching and Learning Policy and Marking Policy.

Review

This policy will be reviewed every three years by the Senior Leadership Team.

Chair of Pupil Outcomes..... Date

Head Teacher Date