



History Policy

Introduction

At Allerton C of E Primary School we are committed to providing all children with learning opportunities to engage in history. This policy reflects Allerton C of E Primary School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which the teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Rationale

At Allerton C of E Primary school 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 will inspire children's curiosity to know more about the past. Teaching at Allerton C of E 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.

Aims

Our aims in the teaching of history are that all children will be taught as specified in the National Curriculum. Through the teaching of history we aim to;

- Help children understand the present in the context of the past.
- Arouse interest in the past and encourage questioning and speculation.
- Foster a sense of identity and an increased understanding of the pupil's own position in their community and the world.
- Foster an understanding of various cultural backgrounds.
- Contribute to children's knowledge of how society and people have developed over time.
- Promote the skills of argument, hypothesis, chronology, and sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction and role-play.
- Enrich and support other areas of the curriculum.
- Prepare pupils for adult life by helping them to understand the nature of the society in which we live.

Implementation

History has been planned according to the National Curriculum and is taught in each year group.

Elements of history are delivered to Reception children, through the Foundation Stage Curriculum (Knowledge and Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 history is taught through QCA units. These have been split according to year groups and the units covered by each year groups can be found in the long term plans. Some elements of history are also taught through cross curricular topics e.g. literacy, geography, ICT, role-play, art and DT. Some units are also taught as 'mini topics'.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

Out of class work

Allerton's history curriculum will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework. We will endeavour whenever possible to extend experiences of our children through trips/visits. Homework will be used to further embed knowledge and allow for children to develop research skills. Homework activities will be planned for in accordance to the School's Homework policy using the Homework grids.

Resources

The resources for each history topic are kept with the relevant Key Stage. They are organised into topic boxes and include a variety of texts, photographs, posters, artefacts and activity ideas. To supplement this, class teachers can also request topic boxes from the School Library Service and Artemis Artefact Service in Leeds city centre. These are both excellent resources and Allerton C of E regularly makes good use of these free services to inspire and develop enquiry led learning.

Assessment

Short-term assessment is used to guide the progress of individual pupils in history. A class record sheet will be completed. It involves the identification and progression of a child's attainment in the expected skills to be developed. These are:

- 1) Chronology
- 2) Events, people and changes
- 3) Interpretations of history
- 4) Historical enquiry
- 5) Organisation and communication

Learners will either be assessed as commencing, developing, secure, advanced and deep - linking to our whole school assessment system on Itrack.

This assessment is usually carried out informally by teachers in the course of their teaching and will use the ACE progression of skills grid (reference Progression of Skills Teacher Planning & Monitoring tool). Children are encouraged to self and peer-assess writing and develop a range of strategies with which to do this including: two stars and a wish and success criteria grids.

Monitoring

Monitoring takes place regularly through sampling of children's work and teacher planning, through book scrutiny, lesson observations and pupil interviews.

Subject development

The history co-ordinator is responsible for supporting colleagues in the teaching of history by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in School. The coordinator is also responsible for evaluating the strengths and weaknesses in the subject and identifying areas for development.

The subject co-ordinator is responsible for the following:

- Ensuring teachers are familiar with the policy.
- Making bids for resources.
- Purchasing the resources and allocating to year groups.
- Observing colleagues in line with Allerton's monitoring policy.
- Updating personal knowledge of history and the quality of the curriculum provision.
- Monitoring children's progress through the inspection of recorded work.
- Monitoring educational visits which support the history curriculum.

Review

This history policy is a working document. It will be reviewed by the history subject co-ordinator in the light of guidance, training or changes in legislation, or at the request of a member of the school community. Any amendments will be agreed by the staff and the Governing Body.

November 2016

This Policy has been drawn up and written by the history subject co-ordinator. The policy has been formulated through consultation with pupils through the School Council, with parents through PTA and newsletters and staff through staff meetings. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Claire Culshaw

Date: Annually