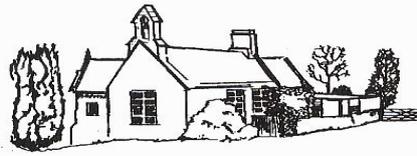


Burton Leonard Church of England (VC) Primary School



History Policy

Aims and objectives

The aim of history teaching here at Burton Leonard School is to stimulate the children's interest and understanding about the life of people who lived in the past in Britain and the wider world. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. We inspire children's curiosity, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps our 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.

The objectives of teaching history in our school are:

- to foster in children an interest and curiosity in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider world culture, and to study some aspects of world history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We make History come alive through first hand experiences. In each key stage we give children the

opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

History curriculum planning

We use the National Curriculum as the basis for our curriculum planning in history, and we have adapted this as appropriate and use a cross-curricular approach where possible.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage. We teach the National Curriculum through the corresponding programme of study. Cross curricular links with other subjects are made wherever possible in both key stages.

Class teachers produce schemes of work as part of the basis for our medium-term plans, which give details of each unit of work for each term. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle.

The class teacher prepares short-term plans which list the specific learning objectives and expected outcomes for each lesson.

The Early Years Foundation Stage

We teach history in EYFS as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as looking at historical artefacts, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

Inclusion

At our school we teach history to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her

progress. Our children are encouraged to make judgements about how they can build on and improve their own learning and work.

Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in history. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school. The subject leader evaluates strengths and weaknesses in history, and indicates areas for further improvement. The subject leader is also subject leader for English and has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe history teaching.

Subject Leader – Mrs Dawn Leader

Adopted Spring 2016
Next review Spring 2019

A handwritten signature in black ink, appearing to read 'Amanda Townson', with a long horizontal line extending to the right.

Amanda Townson