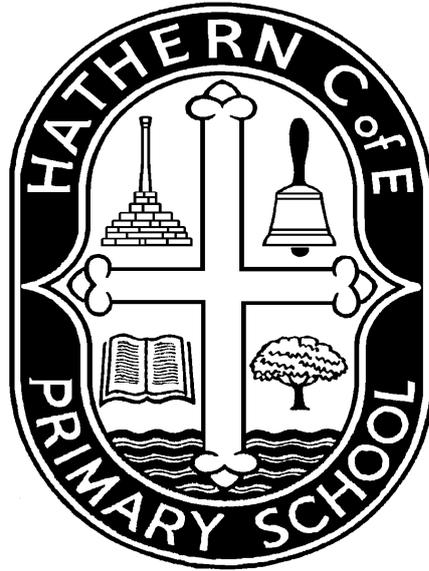


Hathern Church of England Primary School



History Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

History Policy

Section 1: Policy Intention

This policy is intended to ensure that there is consistency across the school in terms of learning and teaching in History. This policy is based upon the Primary Framework and has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the teaching staff.

At Hathern CE Primary School it has been recognised that successful History teaching should:

- Identify how Britain has influenced and been influenced by the wider world
- Support children's knowledge and understand significant aspects of the history of the wider world
- Enable children to use different methods of historical enquiry
- Support children's understanding between long and short timescales in history

Section 2: Agreed Procedures

In Foundation Stage:

During Foundation Stage, History is integrated through a cross curricular play based curriculum

Key Stage One:

During Key Stage One, children should begin to develop an understanding of how history has changed in their lifetime. They should apply this understanding to events beyond their living memory that are significant nationally or globally. Children should be able to identify where famous historical people and events fit into time periods in chronological order.

Key Stage Two:

During Key Stage Two, pupils should be taught:

- Changes in Britain from the Stone Age to the Iron age
- The Roman empire and its impact on Britain
- Britain's settlement by Anglo- Saxons and Scot
- The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Section 3: Monitoring and Evaluation

Monitoring of History teaching will take place as part of the normal protocols for M&E within school.

The History Subject Manager will make use of a variety of tools:

- Pupil interview and/or questionnaire (i/c pupil attitude)
- Sampling of Planning
- Work Sample

Section 4: The Long-Term Plan

The skills, knowledge and understanding required are set out in the National Curriculum for History (Statutory Framework):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Teachers also make use of the Edison Connected Curriculum to support the planning of History.

Section 5: Assessment

In History, pupils can assess themselves by scrutinizing their own work through a range of self-assessment techniques. Staff will be aware of the learning outcomes for each unit taught and teachers assessments are based on children's responses towards these outcomes.

Assessment should be an ongoing process brought about by:

- Observation of pupils
- Discussion with pupils before, during and after work
- Monitoring the work produced in Creative Curriculum books
- Considering cross-curricular activities
- Assessing the outcomes of completed work
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Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking provides a continuous monitoring of progress and achievement.

Pupils should have the opportunity to respond to Developmentally Marked work, recognising the value of it in support of their learning.

Section 6: Cross Curricular Links

Wherever possible, links to the History Curriculum are made in conjunction with our Edison Creative Curriculum units. Units of work in the curriculum can be usefully linked with other subject areas such as Literacy, Science, Geography, ICT, Art and Design.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the need experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

In *History* teachers should take specific action to provide access to learning for pupils with special educational needs by:

- We use a range of teaching styles whilst acknowledging pupil's preferred learning styles
- Provision of appropriate resources
- Allocation of support staff

x-ref. SEN Policy and SEN Code of Practice

Gifted and Talented

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

x-ref. Gifted and Talent Policy