
History Policy

May 2021

To be reviewed May 2024

History Policy

Introduction

This policy outlines the teaching, management and organisation of History at St. Nicholas-at-Wade CE Primary School.

History is: “*A branch of knowledge that records and interprets past events*” – The New Penguin English Dictionary.

“*History is who we are and why we are the way we are.*” - David McCullough.

Mission Statement

At St. Nicholas-at-Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. History has a crucial role in this and is considered a vital part of our pupil’s experience in school. As such, all pupils are given opportunities to participate in activities including those that will stimulate their interest and curiosity about people and events in the past, develop their ability to ask perceptive questions; also to take a critical and reflective stance whilst developing a growing awareness of and tolerance towards the complexity of people’s individual and national identities.

The school uses the Cornerstones Curriculum Maestro as the base for the teaching of the foundation subjects across the school using a cross curricular approach.

Key Aims and Objectives

Aims	Objectives
To develop chronological understanding.	<ul style="list-style-type: none">❖ To distinguish between the past and present❖ Sequence events and sort artefacts❖ Use appropriate language to indicate the passing of time❖ Place the period studied on a time line
To develop the knowledge and understanding of significant events and people in Britain and the wider world; also to develop understanding of cause and effect.	<ul style="list-style-type: none">❖ Recount and sequence information about a famous person’s life or a significant event❖ Recognise key similarities and differences between a time in the past and now❖ Recognise that people and events of the past have helped to shape our lives today❖ Begin to consider the reasons for people’s actions in the past and the consequences of those actions

	<ul style="list-style-type: none"> ❖ To make connections between different events.
To create experiences and opportunities to critically use a range of sources to investigate and research a significant event, person or period of time and to communicate their learning.	<ul style="list-style-type: none"> ❖ Learn to ask questions to find out about old and new objects ❖ Use a range of sources to find out characteristic features of the past ❖ Select and record information from a range of sources ❖ Recognise the differences between primary and secondary sources
To develop the understanding that events in the past may be interpreted in different ways.	<ul style="list-style-type: none"> ❖ Identify whether an artefact belongs to the past or present giving reasons why. ❖ Identify differences between two paintings/pictures of a famous person or event. ❖ Reflect on why two eye witness account of events may vary. ❖ Consider the strengths and weaknesses of different sources of information. ❖ Develop an awareness that different evidence may lead to different conclusions.

Curriculum

The school follows the National Curriculum 2014 Programme of Study for History. Taught through the Cornerstones themes. Individual teachers decide when each aspect will be taught during the academic year with reference to their topic based cornerstones curriculum.

The teaching and learning of History may be through a variety of skills and learning styles and should include; writing, drama, speaking and listening, art (i.e paintings and pictures as sources, Ancient Egyptian wall paintings as evidence of their life style), technology (i.e handling and recreating artefacts), geography (i.e where specific events took place/where a famous person lived), science (i.e learning about the work of a famous scientist, space travel), maths (i.e presentation of data, time spans), computing (internet research).

Assessment

Formative: Teachers will continually assess a pupil's progress and understanding both during and after lessons. This maybe through observation, individual/group or class discussions and marking of work. Pupils will have opportunities to respond to marking in their books.

Summative: Teachers may devise an end of unit discussion/quiz/ test to gain further evidence of an individual's knowledge and understanding.

An ongoing record of coverage and attainment will be kept using Curriculum maestro planning and assessment tools.

Resources

Some resources are stored in the central resource room. Individual classes also have their own resources relevant to that year groups' curriculum.

School trips are arranged by individual teachers to relevant sites such as: Dover Castle, The Roman Museum, Quex Park, Battle Abbey and Westgate Parks.

We also arrange for outside educational companies, parents and grandparents to visit the school to enrich our History curriculum.

Health and Safety

Children will be taught to use resources safely. If off site visits are arranged a risk assessment form will be completed given a copy of the risk assessment. It will be ascertained if visitors to the school who are working with the children and adult helpers accompanying school trips are DBS checked. If this is not the case then it will be ensured that a member of staff will be present at all times.

Equal opportunities

All pupils will have an equality of access to a broad and balanced History curriculum irrespective of gender, ethnicity or special educational needs.

Additional Educational Needs/Special Educational Needs

All pupils will have access to the full National Curriculum for History. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

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