



# History Policy

## Introduction

History fires children's curiosity about life in the past and allows them to develop a chronological framework for significant events and people. Through history children learn ways that the past influences the present and how beliefs and cultures affect people's actions with the result that they come to understand more about themselves as individuals and members of society.

History provides children with many real contexts in which to develop and use a variety of learning skills (e.g. research, collecting evidence, reaching conclusions and arguing for a point of view) and to follow their own lines of enquiry. This is fundamental to the way we approach learning at Hayeswood School.

This policy outlines the purpose, nature and management of history teaching and learning at Hayeswood First School. It was formulated after discussion with the teaching staff; its implementation is the responsibility of all staff.

## Aims

In addition to the school aims, in history we aim to:

- enable children to develop a sense of chronology
- make children aware of the variety of ways in which the past is represented and interpreted
- motivate the children to develop enthusiasm for and curiosity about the past, including their heritage
- give opportunities for children to develop research skills using both primary and secondary sources of evidence
- allow children to communicate their understanding of history in a variety of ways
- stimulate learning in history through the use of drama, ICT and visits
- Allow opportunities for children to develop the key skills of
  - Historical enquiry
  - Historical interpretation
  - Organization and communication
  - Knowledge and understanding of events, people and change
  - Chronological understanding

## Approach

History is taught through termly or half termly topics.

We seek to make learning in history purposeful and motivating by putting it into contexts that are meaningful for the children. Wherever possible history is linked to other subjects and this is clearly identified on medium term plans.

At appropriate times throughout the year the children benefit from a range of visitors and visits.

## Content

Objectives for history are taken from the 2014 National Curriculum. History in Key Stages 1 and 2 builds on the Foundation Stage curriculum for Knowledge and Understanding of the World.

The knowledge, skills and understanding are taught through:

- KS-1 – Castles, Famous People, Pirates, The Great Fire of London, Moon Landing
- KS-2 Iron and Stone Age, The Roman Empire, Ancient Egypt, The Anglo Saxons, Land of Hope & Glory (The Victorians and the Industrial Revolution)

## Resources

We have a range of resources which are stored in the outside storage cupboard and which are maintained by the history co-ordinator.

## Health and Safety

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that all activities are closely supervised and that the children are made aware of the dangers.

## Assessment

Formative and summative assessments are made at appropriate times.

Assessment information is used to inform future planning and teaching and is the basis of a statement on the annual report to parents.

## SEN and Equal Opportunities

All children irrespective of gender, race, religion, disability or SEN have equal access to our history programme. Where appropriate, activities are differentiated to meet children's individual needs.

## The role of the Subject Co-ordinator

The subject co-ordinator for history:

- Oversees the planning and assessment of history in the school
- Is responsible for co-ordinating the writing of a policy in conjunction with other teachers
- Works with other staff to write Medium Term plans for history
- Reviews planning and activities termly so that relevant modifications can be made.
- Monitors the implementation of the Scheme of Work and standards in this subject
- Maintains an action plan and liaises with the Headteacher with regard to the School Development Plan
- Is responsible for updating staff about new developments in history
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.

*The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.*

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Reviewed:	February 2018
Approved by Governors:	
Next Review:	February 2020

