

## North Stainley C E School

### History Policy



#### **Introduction**

This policy outlines the teaching, organisation and management of history taught and learnt at North Stainley C.E. Primary School.

The policy 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 all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator Maggie Wilson

#### **We teach history to:**

- ✦ Fire pupils' curiosity about the past in Britain and the wider world
- ✦ Encourage thinking about how the past influences the present
- ✦ Help students develop a chronological framework for their knowledge of significant events and people
- ✦ Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- ✦ Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

#### **Through history we can also:**

Improve pupils' skills in literacy, numeracy and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

#### **In learning history pupils will:**

- ✦ Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- ✦ Investigate significant issues about the past
- ✦ Work in a variety of contexts - individually, in groups, as a whole class
- ✦ Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- ✦ As they grow in confidence, begin to pose and investigate their own questions about the past

### **When teaching history we:**

- ✦ Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- ✦ Often use a key question to direct pupils' thinking / enquiry about the past
- ✦ Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- ✦ Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **To assess pupils' progress in history we:**

- ✦ Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- ✦ Make termly and end of key stage judgements using the levels of attainment statements- Chris Quigley Skills Based Curriculum.
- ✦ Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

### **In our curriculum history is taught:**

Within an integrated / topic approach linking it with other areas of the curriculum such as literacy, numeracy and ICT.

### **To teach history we have a range of resources:**

Texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT.

### **To monitor and evaluate history the co-ordinator:**

- ✦ Monitors teachers' medium term planning
- ✦ Reviews resource provision
- ✦ Works co-operatively with the SENCo
- ✦ Discusses regularly with the headteacher the progress with implementing this policy in the school

### **Appendices**

Development / Improvement Plan

Schemes of Work

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**Review date: April 2014**

Signed (Chair of Governors) \_\_\_\_\_

Date \_\_\_\_\_

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