



History Policy-Led by Miss C Savage

Introduction

At Howley Grange we greatly believe that history makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. At Howley Grange we want to stimulate the children's interest, curiosity and understanding about the past.

Aims

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time.

Lessons are planned to enable children to develop the required knowledge and skills within each subject, children then receive opportunities to deepen their understanding by applying their learning across the curriculum, through our themed approach.

In line with the National Curriculum;

The aims of history in our school are to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Curriculum Planning

Our curriculum is delivered using the themed approach of a creative curriculum, offering specific knowledge, skills and concepts. Planning meets the needs of all learners through differentiated tasks, varied teaching and learning styles, use of a variety of resources, artefacts and historical trips. Planning is based upon key learning objectives for each term which directly relate to the National Curriculum programmes of study.

Planning for history is based on the National Curriculum objectives, and meets the needs of all learners. We carry out the curriculum planning in three phases (long-term, medium-term and short-term). The National Curriculum gives an outline of what we teach in the long term, while our medium term planning identifies the key objectives that we intend to teach each half term, these are in the form of questions. Through the use of the assessment mark books teachers also plan for meaningful and age related cross curricular links, especially in English.

The class teacher is responsible for completing the weekly plans for the teaching of history. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. Teachers are free to complete these weekly plans in any way that they see fit.

Teaching and Learning

The key stage 1 history areas of study, teach pupils about everyday life, work, leisure and culture of people in the past. The areas of study ensure that children progress from familiar situations to more distant times and places. They are given opportunities to investigate changes in their own lives and those of their family and friends around them and aspects of the way of life of people in Britain in the past, beyond living memory. They are taught about the lives of different kinds of famous British men and women and also past events.

Through the Key Stage 2 history study units, pupils are taught about important episodes and developments in Britain's past, from the Stone age to modern times, about ancient civilisations and the history of other parts of the world. They also have the opportunity to investigate local history.

Assessment and Recording

Assessment in history follows school policy and procedures. At Howley Grange, we understand the value of formative, day to day assessment and incorporates assessment for learning opportunities within lessons, using teacher, self and peer assessment to inform future planning and delivery. At the end of each term teachers formally assess children's achievements against age related expectations to determine whether children are working towards, have met or are exceeding the expected standard for their age. These judgements are shared with parents through the children's termly reports.

Resources

We have sufficient resources in our school to be able to teach all aspects of history. We keep these resources in a central store where there is a box of resources for each unit of work. In each class there is a good supply

of history based topic books, which are linked to the relevant topic for each year group, so that the children can support their own learning through reading.

Role of Subject Leader

- To ensure that the policy is being implemented.
- To support and develop staff.
- To keep up to date with developments in this area of the curriculum and incorporate these into plans for future development.
- To analyse assessment data.
- To monitor planning and delivery of lessons.
- To provide strategic leadership for the development and improvement of history across the school.

Reviewed Sept 2019

Claire Savage

Date of next Review Sept 2021