

Name of Policy: <i>History Policy</i>	Version/Last Review Date: September 2020 (V3)
Statutory documents linked to policy:	Previous review date: June 2013 (V1) September 2017 (V2)
Other Policies linked to this policy:	Next Review Date: June 2023
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Aims

Our aims in teaching history are that all children will:

- Understand that the society in which they live has been shaped by developments in the past
- Learn about the roles that individuals, movements and events have played in shaping modern society
- Learn to study historical evidence, asking questions and solving problems
- Develop the ability to communicate historical knowledge and understanding orally, visually and in writing using appropriate techniques and vocabulary
- Appreciate how and why some aspects of the past are subject to different interpretations

Principles of the Teaching and Learning of History

History is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world
- Awareness of historical events and consequences can help us to become responsible members of society

Fundamental skills, knowledge and concepts within History are set out in the National Curriculum, IPC and Knowledge and Understanding of the World in Foundation Stage for England and Wales.

Each key stage comprises two main sections.

1. Knowledge, skills and understanding

This section incorporates the following:

- (i) Chronological understanding
- (ii) Knowledge and understanding of events, people and changes in the past
- (iii) Historical interpretation
- (iv) Historical enquiry
- (v) Organisation and communication

2. Breadth of Study

This specifies the areas of study through which the knowledge, skills and understanding should be taught

Strategies for the Teaching of History:

- The History curriculum is organised through a cross curricular theme approach where the emphasis is on integrated learning where possible, linking the subject with other areas of the curriculum
- History is taught as part of a biannual cycle of topics followed throughout the school
- Teachers ensure that Historical enquiry and skills are used by the children when developing an understanding of events, people and changes in the past
- Practical activity, outside and community learning and fieldwork play a major role
- Historical discussion is encouraged
- Findings are communicated in a variety of ways
- Resources are readily available and accessible

- Video clips, e-books, visits and visitors are used where appropriate
- Opportunities are provided for the children to use ICT to support their learning in History
- Opportunities to promote creativity and enhance learning are actively planned for in the medium term plans and through mantle learning where appropriate

Strategies for Ensuring Progress and Continuity:

Planning in History is a process in which all teachers are involved, wherein: -

The topics identified on the long term planning sheets are carefully balanced to ensure coverage of the National Curriculum, IPC and Welsh Foundation Stage Curriculum

Schemes of work for History are developed by the headteacher in collaboration with the senior staff

The medium term topic plans identify the learning objectives for each half term in which History is studied

Links between subjects and creative approaches are developed in the medium term plans. History links well to English and moral, social and cultural studies

Creative approaches are also provided through mantle planning and learning

Strategies for Recording and Reporting

- Formative assessment is used to guide the progress of individual pupils. Teachers in the course of their teaching carry it out informally
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- Notes may be recorded on the Observation Sheets and/or teachers' own personal records, concerning achievement in History
- Reporting to parents is done annually through a written report.

Strategies for the Use of Resources

- The library houses books on historical subjects. Teachers' reference books are kept on a separate shelf. Individual teachers may borrow sets of books on a termly basis from the Schools' Library Service, to support topic work
- Visits to museums and historical sites and visits by drama groups and speakers are an integral part of the programme of study for History and are carefully planned to support classroom activities
- Information technology is used in History for a range of purposes including communicating information (word processing), handling information (databases) and for research purposes (CD Rom and Internet).

Health and safety issues in History include:

- The use of equipment in accordance with health and safety requirements
- Teaching the pupils to understand the need for safe practice in field activities and how to achieve this, especially on school day trips
- Risk assessment is undertaken prior to visits and field activities.