

# Howden-le-Wear Primary School



## History Policy

### **Policy and Practice**

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6<sup>th</sup> February 2018



# Howden Le Wear Primary School



## History Policy

### AIMS

Howden-le-Wear Primary School aims to provide a high quality history education for all children which meets the statutory requirements of the National Curriculum (2014) and the Understanding of the World aspect of the Early Years Foundation Stage Curriculum 2012. History teaching should:

- Enable children to acquire knowledge and understanding of the richness and diversity of the history of their communities, country and wider world;
- Enable children to understand the nature of historical evidence and acquire skills to study and interpret the past;
- Assist children to use their historical understanding to make sense of the present and of future possibilities, and to aid their judgement; and
- Arouse and sustain interest in the past in its own right and as a source of personal and cultural identity.

### ENTITLEMENT

Children are entitled to:

- Teaching and learning opportunities for each key stage which provide balanced and coherent courses of historical study that build on their interests, extend their knowledge and understanding of the past and provide them with a sense of achievement;
- Develop an understanding and appreciation of human actions and achievements in their historical context and from their own standpoint;
- Acquire knowledge and understanding of historical sources, primary and secondary, authentic and imaginative, including visits to historic sites, buildings and museums;
- Appreciate that there are different versions of the past and to develop a capacity to understand and explain these; and
- Communicate their knowledge and understanding in a variety of forms, including structured writing and use of historical imagination.

## **OUTCOMES**

Children will:

- Learn to appreciate and enjoy history;
- Learn to recognise the relevance of history to their own lives and be able to relate the past critically to the present;
- Have acquired knowledge and understanding of the history of the development of the United Kingdom, Europe and the wider world;
- Be able to apply historical skills to study different kinds of sources and use these progressively for independent and disciplined enquiry; and
- Be able to use their knowledge and understanding to assist them in interpreting and analysing evidence and accounts of the past.

## **GUIDELINES FOR HISTORY**

### **Teaching and Learning**

History is taught in school using a variety of artefacts, written resources and internet materials.

History is taught through independent units of work or as part of a creative curriculum topic in Key Stage 1 and Key Stage 2 classes. In Key Stage 1 and 2 independent units of work are based on the two year rolling programme.

History in the Foundation Stage is taught as part of the Understanding Of The World aspect of the Early Years Foundation Stage Curriculum 2012. In the Early Years, children are encouraged to investigate and explore past and present events in their own lives and those of family members.

### **The Teaching Learning Process and the Creative Curriculum**

Where appropriate, history will be included in a creative approach to teaching and learning to enable children to make links across the curriculum. However, history may also be taught as a discrete subject.

### **Special Educational Needs**

In order to meet the individual needs of all children, early identification of Special Needs results in the development of an SEN Support Plan for each child identified as having special needs. These support plans will need to be taken into account when teaching history. Further advice may be sought from the Special Educational Needs Co-ordinator, Mrs H Clark.

### **Gifted and Talented**

Gifted and talented children are challenged through independent enquiry. Further advice may be sought from the Gifted and Talented Co-ordinator.

### **Fieldwork**

It is always advisable to base learning on first hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the

world beyond the classroom. Parental involvement is to be encouraged in these activities and will ensure that pupils are afforded the best possible opportunities for learning, whilst ensuring their safety.

It is hoped that children will explore areas beyond their immediate locality and all teachers will be encouraged to organise visits that will enable pupils to extend their knowledge of the world around them.

## **Assessment, Recording and Reporting**

### **Assessing Pupil Progress**

Progress is recorded using agreed age related expectations (ARE) in Key Stage 1 and Key Stage 2. In the Foundation Stage, progress is assessed against the Early Learning Goals as part of the Foundation Stage Profile. Pupil progress is monitored by the History subject leader through self-evaluation activities. Records are kept in staff files.

### **Assessment for Learning**

All pupils are continually assessed by staff and work planned appropriately.

### **Reporting to Parents**

Written reports to parents are issued annually. Termly parental consultation evenings are also held to enable staff to discuss individual children's progress with parents.

## **Resources and Evaluation**

All teachers are responsible for the implementation of National Curriculum History or the Early Years Foundation Stage, and the development of history teaching throughout the school.

Signed: \_\_\_\_\_ Governor from  
Curriculum/Standards Committee

Date: \_\_\_\_\_

**To be reviewed: February 2019**