

MOTTRAM ST. ANDREW PRIMARY ACADEMY



HISTORY POLICY

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

Our aims for History are to enable children to:

- know and understand the history of the British Isles, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world
- 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 ask valid questions and create their own structured accounts, including narratives
- understand the methods of historical enquiry
- understand the connections between local, regional, national and international history
- understand the connections between cultural, economic, military, political, and social history; and between short and long-term timescales.

Implementation

History is taught throughout the school in accordance with the requirements of the National Curriculum through our History Scheme of Work. In both key stages the children are taught as individuals, as small groups and as a class.

Where and when appropriate technology is used as a learning tool to complement and enhance more traditional methods when teaching this subject.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

Appropriate visitors are invited into school to lead themed Historical days e.g. Vikings and Romans.

The Guidance for Arranging School Visits must be observed when field trips are taking place.

Role of the History Leader

The leader advises the headteacher and staff on the development of History and undertakes the following:

- Lead the writing, implementation, monitoring and evaluation of the policy and the curriculum scheme of work.
- Use effective strategies to monitor the quality of the education in the subject, including: visiting lessons, scrutiny of children's, analysing assessment outcomes and talking to children.
- Keep up to date with developments in the subject area and disseminate information to staff.
- Organise and lead staff training when needed.
- Provide guidance and support to staff as needed.
- Identify and resource needs and coordinate the acquisition of new materials.

Special needs

Support for children requiring extra help is given by the class teacher within the class. Advice may be sought from the leader or the SENCO as necessary.

Gifted and Talented

It is recognised that children may have a particular gift in the area of History. Each class teacher will provide such children with the opportunities to develop their skills. They are encouraged to investigate and research in greater depth and to share their expertise with others.

Assessment and reporting

History is reviewed and monitored using the Balance assessment document. Children's attainment and effort is recorded annually through the end of year report.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and the learning scheme and with the guidance of the leadership team. Every teacher is provided with opportunities for staff development and training in connection with this subject area