



Primary History Policy

Rationale

At Eastbury community school, we believe that an excellent history education will provide children with the opportunities to develop an awareness of the past and the ways in which it was different from the present. We plan to offer the children the opportunity to visit historical places such as Eastbury Manor House, Valance House, museums in London and the Tower of London, among others.

Purposes

Children should:

- Use terms concerned with the passing of time, e.g. then, now, in the past.
- Have basic knowledge of past events and artefacts.
- demonstrate factual knowledge and understanding of aspects of the past beyond living memory and of some of the main events and people studied.
- Make deductions between aspects of own times and past times.
- Begin to recognise that there are reasons why people in the past acted in the ways they did.
- Begin to identify some ways in which the past is represented.
- Answer through simple observation questions about the past, by using resources of information.
- Convey an awareness and understanding of the past in a variety of ways written – oral – pictorial.

Guidelines

History will be developed through:

- Chronology
- Range and depth of historical knowledge – understanding

- Interpretations of History
- Historical enquiry
- Organisation and communication.

History enquiry inside and outside the classroom is carried out through questioning, use of historical skills and resources such as books, artefacts, photographs and ICT. History is taught in discrete lessons but is linked to other curriculum areas where appropriate. It is taught over three half terms in the autumn, spring and summer.

Planning

History is a foundation subject in the National Curriculum. Our schools use the borough scheme of work as the basis for its curriculum planning in History.

We carry out the curriculum planning in three phases: long-term, medium-term and short –term. The long-term plan maps out the units covered in each term, in each key stage. The History co-ordinator works this out in conjunction with teaching colleagues in each year group.

Our medium term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each History lesson. These list the specific learning objectives for each lesson and detail on how the lessons are to be taught.

In KS1 we introduce pupils to historical periods that they will study in greater detail in KS2 and 3. We plan the activities in History so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

EYFS

In the Early years foundation stage, History is covered in the area of 'Understanding the world'. It is taught as part of a cross curricular topic and is planned for in long, medium and short term plans.

Teaching History to children with special educational needs

To enable maximum access to the History curriculum, it is vital to be taught in ways appropriate to the children's abilities, thus meeting the needs of all pupils. Lessons need to be differentiated in order to allow all pupils to progress and achieve according to their ability. This should be reflected in the

lesson planning by making provisions for the more able, children with SEN and EAL.

Assessment and Recording

At Eastbury Community School, topic assessment tasks are carried out to monitor progress and achievement. Assessment for History is based on teacher judgements on classroom work and meeting learning objectives. The assessment of pupils' work should:

- Enable pupils to reflect and recognise achievement
- Help plan for progression, continuity and target setting for pupils as well as inform future planning
- Identify areas for further development
- Evaluate the effectiveness of teaching and learning

Resources

Resources are chosen to promote effective History teaching and learning. Each year group will have their own resources for their topics and will have access to:

- Library borrowing service
- Books
- Photo packs
- CD ROM and DVD packs
- Internet
- Espresso

Health and Safety

The general teaching requirement for health and safety applies in this subject.

Monitoring and Review

The monitoring of the standards of children's work, and of the quality of teaching, is the responsibility of the History coordinator. The work of the coordinator also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in our school.

The History coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of History teaching across the school.

Policy reviewed and updated by N. Khaliq, September 2017