

History Policy



POLICY CONTROL	
Responsible Person:	Stephanie Henney
Responsible Governor Committee:	Standards and Curriculum
Approved by Governors:	Summer 2022
Review Date:	Summer 2025

This policy must be reviewed annually unless there are any changes in legislation or guidance in the interim, in which case the policy must be updated as and when necessary.

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**



ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS HISTORY POLICY

1. AIMS

- 1.1. The aim of history teaching in the AddMore Federation is to stimulate the children's interest and understanding about the life of people who have lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.
- 1.2. The aims of history in our federation are:
- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
 - To enable children to know about significant events in British history and to appreciate how things have changed over time;
 - To develop a sense of chronology;
 - To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
 - To have some knowledge and understanding of historical development in the wider world, including that of ancient civilisations;
 - To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
 - To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2. TEACHING AND LEARNING

- 2.1. History focuses on enabling children to think as historians. In the teaching and learning of history we can identify a number of objectives for the children:
- To develop an awareness of the nature and use of evidence. Children have the opportunity to use primary and secondary sources;
 - To develop a sense of chronology and time;
 - To build up knowledge of events and people from the past;
 - To appreciate thoughts, beliefs, motives and actions of people in the past;
 - To develop, and use correctly, historical language and a vocabulary of historical terms;
 - To build a framework of historical facts;
 - To encourage children to interpret, explain and ask historical questions, for example: Why did it happen? How do we know this is true?
 - Helping children to understand that historical events can be interpreted in different ways and that they should be asking searching questions, such as 'How do we know?' about information they are given.
- 2.2. We recognise that in all classes there are children of different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- Setting common tasks which are open ended and can have a variety of responses;
 - Setting tasks of increasing difficulty. Not all children complete all tasks;
 - Grouping children by ability in the room and setting different tasks for each ability group;
 - Using mixed ability grouping when completing some tasks;
 - Providing resource of different complexity depending on the ability of the child;
 - Wherever possible, using teaching assistants to support children individually or in groups.



ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS HISTORY POLICY

3. PLANNING: Foundation Stage

- 3.1. We teach history in the Foundation Stage as an integral part of the topic work covered during the year. In our Early Years settings, history is taught as part of the Foundation Stage curriculum: Understanding the World. This is one of the seven areas of learning in the Foundation Stage.
- 3.2. History is taught through practical and play tasks that may include visits to historical places, role play and dressing up, handling historical objects and looking at photos and other sources of evidence.
- 3.3. Themes are loosely planned across the year but space is given for planning to follow children's own interests. Pupils will consider the meaning of new and old, present and past, in relation to their own lives and in relation to themes that they may have initiated.

4. PLANNING: Key Stage 1 and Key Stage 2

- 4.1. Throughout Key Stage 1 and Key Stage 2 History is taught through topic work. Children of all abilities have the opportunity to develop their skills and knowledge in each unit of work and we offer them increasing challenge as they move through the school.
- 4.2. The National Curriculum defines what must be taught in History at each Key Stage and this forms the basis for our curriculum planning. Our topic themes are based on a two-year rolling programme for Key Stage 1 and Key Stage 2.
- 4.3. We use news and current affairs as themes to motivate and interest pupils where possible. E.g. the Queen's Jubilee; World War commemorations etc.
- 4.4. We utilise planning units from the Historical Association resource bank to support and guide the delivery of our History lessons.

5. EQUAL OPPORTUNITIES

- 5.1. AddMore Federation promotes equal opportunities and does not discriminate against any individual on the grounds of race, gender, age, disability or beliefs. Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow equal opportunities for all.

6. SEND

- 6.1. Planning ensures SEND pupils are fully included in all history lessons. We make necessary provisions so that every child can access the history curriculum by differentiating work and questioning; providing additional adult support where necessary; and using use of specific resources and equipment.

7. RESOURCES

- 7.1. Project loans from the Shropshire Library Service are used to provide extra published and audio-visual resources for topic work. Interactive White Boards are used to assist learning, using visual and audio aids such as slide shows and video clips. Each class has access to laptops that are internet ready and which are used for research and reference. Educational visits are planned to support the history curriculum.

8. ASSESSMENT

- 8.1. Pupils' work is assessed throughout the year and then a formal teacher assessment is completed at the end of the year. Pupils are awarded either Working Towards the expected standard; Expected Standard or Greater Depth.