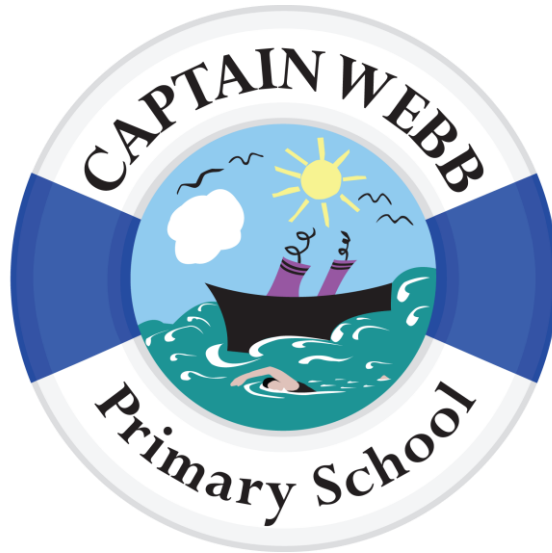


CAPTAIN WEBB PRIMARY SCHOOL



History Subject Policy

Written by: C Pilling

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History Subject Policy

Vision

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. 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.

It is our intention to ensure that every child develops history capability through the deliverance of History in a specified blocking time table, in which children in KS1 and KS2 are taught History each afternoon over a 1 or 2 week period, depending on the length of the half term.

The time allocation may vary due to individual teacher's planning to include life skills and outdoor learning.

Aims.

The national curriculum for history aims can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KEY STAGE 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KEY STAGE 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

IMPLEMENTATION

The History curriculum is introduced through challenge questions to enable the children to lead their own learning through enquiry.

Practical guidelines for implementation of the policy are provided in the History Overview from the National Curriculum and Challenge Focus Curriculum. However, if a teacher wishes to adapt the topics, implementing activities that relate more to their Challenge Curriculum, this is acceptable. They must, however, still deliver the skills through the topic they choose. There will be a variety of opportunities for teachers to teach the half termly topic throughout the core subjects, more readily in English, though opportunities may arise in other areas too.

SPECIAL EDUCATIONAL NEEDS

All pupils, including those with SEN's, are entitled to participate in history activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:-

- extended time to develop knowledge and understanding
- differentiated activities
- teacher/TA support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

HEALTH AND SAFETY

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips in accordance with Telford & Wrekin Council. This will identify any risks and procedures will be put into place to minimise these.

RESOURCES

A variety of regularly used resources will be stored within the History storeroom. All staff may access them, but they are responsible for their prompt and orderly return.

The school's resource base contains artefacts as well as published materials. The resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents and photographs. The library loan service also provides books to support topics.

Resources are audited on an annual basis. It is the coordinators intention to seek funds to purchase further resources which are in line with the school's current topic banks in each key stage.

ASSESSMENT AND RECORDING

Children's work in history will be subject to ongoing assessment, linked to the topic being covered and the skills taught. History's assessment is broadly in line with a child's Reading achievement although a specialised Monitoring sheet is due for development sheet to assess against the skills, knowledge and understanding and for children to become aware of the progress they are making.

Annual reports are provided for parents as part of each child's end of year report.

Monitoring of the standards in history is the responsibility of the subject leader. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School M/E policy on a rolling programme over the course of the academic year.

THE ROLE OF THE SUBJECT LEADER

The subject leader for history is Simon White

It is the role of the subject leader to :-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in history throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work.
- monitor progress in history
- take responsibility for the purchase and organisation of central resources for history.
- keep up-to-date with developments in history education and disseminate relevant information to staff.

Monitoring the policy

The subject manager will monitor the implementation of the policy regularly.

The standards and effectiveness committee of the governing body will monitor this policy on a three year basis. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body.

Policy Date : January 2018

Review Date: January 2021