

## **Leominster Primary School**



## **History Policy**

### **Policy Statement**

At Leominster Primary School all children are provided with opportunities to develop their History skills through discussions, visits, topical events and stories. Pupils should gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils are taught and encouraged 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. By investigating past events we aim to develop enquiring minds and provide opportunities for varied cross curriculum activities.

### **Aims**

- To know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day.
- To know and understand significant aspects of the history of the wider world.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

We at Leominster Primary School aim to introduce a sense of vitality and enthusiastic encouragement into the children's learning about the past.

### **History and the National Curriculum**

History is taught in line with the National Curriculum Programme of Study (DfE September 2013)

*"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."*

### **Equality of Opportunity**

The teaching of History is in accordance with the present policy for Equal Opportunities. All pupils are taught history within their classes. Support material and differentiation is used, where appropriate, to ensure all pupils can access the learning, regardless of difficulty.

## **Approaches to Teaching and Learning**

A variety of teaching methods are used and encouraged within the school for History. The class teacher teaches lessons within each class and, occasionally, year groups may come together to watch DVDs and to listen to guest speakers as stimulus for further study, for topic events and to make visits. Where available, the use of artefacts and other 'primary sources' is encouraged.

Where appropriate, cross-curricular links are developed with other subjects. For example, designing and making 'artefacts' and using texts, literature and stories set during the history topic being studied. We make use of a variety of software as a teaching tool and also for children to present their findings. The internet is used to provide opportunities for research and gather evidence for analysis.

- **KS1**

Pupils are taught to develop an awareness of the past and use common words and phrases relating to the passing of time.

They develop an understanding of where people and events studied fit into a chronological framework.

They can identify similarities and differences between different periods.

They are encouraged to ask and answer questions, supporting their understanding with stories and sources with which they are familiar.

They are taught different ways to find out about the past and different ways to represent it.

- **KS2**

Skills and knowledge developed in KS1 is built upon in KS2.

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history.

They become aware of connections, contrasts and trends over time and begin to use appropriate historical terms.

They are encouraged to ask historically valid questions about change, cause, similarity, difference and significance and answer questions using historical information they have thought about.

They are taught that our knowledge of the past is constructed from a range of sources.

They are able to give reasons why there may be different versions of the same event.

## **Assessment and Recording**

Children will be continually assessed against the skills outlined in the programme of study, through both written and verbal responses. Teachers are also encouraged to keep electronic evidence (photographic). At the end of each Topic, a judgment will be made based on their overall understanding and how many of the objectives they have achieved. Either 'greater depth' understanding, 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators.

Each lesson should have a learning objective that is history based.

Marking within History will indicate whether the objective has been met (LO met) in red pen. When the LO has not been met the marking will give guidance on how they might improve their understanding – this could be through a question for the child to respond to.

Age appropriate spelling and punctuation errors should be highlighted in yellow for children to self-correct.

KS1 – Teachers can correct no more than 3 spellings.

Teachers should comment on presentation and lay out when appropriate – house points may be given for good presentation.

Layout should be the same as the standard school procedure:

Date, underline – miss a line – LO, underline – miss a line.

If a child is absent due to intervention, teacher to record in book.

### **Parental Support**

Parents make a valuable contribution to children's history studies. They can encourage the children's natural sense of enquiry by providing information at home and opportunities to research, sharing their own stories from their past and visiting the local library and museums etc.

### **Resources**

All resources are stored centrally in the Humanities cupboard. There is a wide range of books, charts, learning materials and 'artefacts'. Where appropriate and possible, artefacts are borrowed from Hartlebury Museum, Worcester and Hereford Museum.

### **Staff Development**

The history coordinator is available to update, inform and support staff as necessary.

The coordinator will attend courses as appropriate and opportunities exist for members of staff to attend courses as part of their professional development where possible.

### **Monitoring and Evaluation**

The curriculum Policy and Schemes of Work are regularly monitored and revised where necessary. A portfolio of children's work is being developed.

### **Management of the subject**

The History co-ordinator is responsible for the overall planning, implementation, resourcing and updating of the subject and for staff development. Phase leaders and individual class teachers are responsible for the medium and short term planning and delivery of the subject in such a way as to meet the requirements of the National Curriculum.

**History Co-ordinator:** Rachel Hawthorn, Katherine Evans

**Date of last Review:** Summer 2019

**Date of next Review:** Summer 2021