



# Slyne with Hest C of E Primary School

## History Policy

*Listen, learn, love and laugh as part of God's family.*

<b>Policy:</b>	<b>History</b>
<b>Subject Leader:</b>	<b>J Love</b>
<b>This statement was reviewed by the subject leader on :</b>	<b>September 2024</b>
<b>This statement will be reviewed:</b>	<b>September 2027</b>

### Purpose and Aims

Our aim in history teaching is to stimulate the children's interest and understanding about how people lived in the past. We teach a sense of chronology and encourage the children to value their own and other people's cultures. We encourage children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

### **AIMS**

- Support children to develop an understanding of the past in relation to themselves, their families, communities and the wider world as appropriate to the child's age, ability and aptitude.
- Foster and encourage a questioning approach to history.
- Provide the children with an experience of history through the use of different media, Computing, music, art, drama, visiting specialists, drama groups and school visits.
- Foster the development of the child's investigative skills to enable them to look at a wide range of evidence and draw conclusions when examining different historical evidence.
- Enable the children to understand why differing perceptions of the same event or way of life will affect historical materials.

### **Planning and Organisation of Teaching**

We are following the National Curriculum for the basis for our curriculum planning in history, ensuring that the curriculum has full coverage of expectations including that of the local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

In KS1, History is planned and taught as part of cross curricular work. This offers a creative way to develop children's skills, knowledge and understanding. It also allows for children's investigative, enquiry and English skills be developed through a range of engaging activities.

In KS2, history is taught as a specific subject area but genuine links between subjects are encouraged where they arise. Units of work are indicated for each year group on the whole school curriculum map. Each unit of work has been developed by the class teacher, to meet the appropriate level of work required by the children in this school. The topics selected are relevant to our school and the children are encouraged to make links between the topics as they move through the school.

Medium term plans are produced for each unit of work by the class teacher and these are evaluated and monitored the head teacher and curriculum coordinator. In the planning there should be a focus on the skills to be taught to enable the children to access the knowledge. We follow a simple sequence of learning starting with artefacts to develop curiosity along with speaking and listening skills. We then progress onto developing enquiry skills where the children ask questions and begin to form their own opinions. We look for evidence (primary and secondary) to support our thinking and then bring in time lines to develop chronology. The children are encouraged to communicate their findings so learning shows coherence.

### **Assessment**

We assess children's work in history by making informal judgements as we observe them during each history lesson. The class teacher will observe activities, listen to group discussions, ask open-ended questions-orally and in written tasks. On completion of a piece of work, the teacher marks the work and comments as necessary.

### **Role of the Subject Leader**

The subject leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.

- Monitor standards of work and quality of teaching
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Provide support and guidance to colleagues on teaching the units of work
- Attend courses for CPD and report back to staff
- Ensure she is informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Organise resources to support the school English policy
- Co-ordinate purchasing, organisation and distribution of resources

Liaise with outside agencies, other schools and college

### **Meeting the needs of all Pupils**

History is planned provide learning opportunities matched to the needs of all children. In order to provide work that is appropriate for individual children or groups of children, it is necessary for the teacher to be aware of the statements / I.E.P.'s that apply to children in the class. They should then

- Set suitable learning challenges.
- Respond to the diverse learning needs of individuals.
- Overcome potential barriers to learning and assessment for the individual or groups of children.

It is recognized that level of ability should not inhibit a child access to knowledge.

When extending Gifted and talented children there should be a focus on expanding enquiry skills to facilitate further knowledge.

### **Spirituality**

*Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)*

We support pupils in their spiritual development across the wider curriculum by capturing opportunities for awe and wonder as they arise and by offering pupils opportunities to develop their own spirituality through encouraging curiosity, fostering a love of life and learning and through appreciating the connections and unity in the world around us. We encourage children to take the time to wonder and explore 'Big Questions' across the curriculum.

### **Equality and Diversity**

At Slyne-with-Hest St Luke's C of E School we are committed to delivering a curriculum which provides equality of opportunity and freedom from discrimination.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. We promote the

principles of fairness and justice for all through the education that we provide in our school. We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our wider community and show respect for all minority groups. Staff at school will challenge gender stereotyping and promote positive role models.

We promote an understanding of different cultures through the topics studied by the children.

At Slyne-with-Hest St Luke's C of E Primary school we believe that it is important that children see themselves and others in the books that they read. We are committed to ensuring that our pupils have access to texts that reflect the diversity of our communities – both through books they are encouraged to read independently and texts used for units of work.

### Resources

There are resources for history teaching in the school. Artefacts boxes, relating to the class topics, are kept in the relevant classrooms. The library contains a good supply of topic books/Computers to support children's individual research. Due to the changes in the 2014 curriculum, we are continuing the process of replenishing resources to ensure there are suitable sources of information for lessons.

School visits, guest speakers, people from the museum service e.g. Roman soldier and drama workshops are well used to enhance the teaching of history in the school.

### EDJ and the History Curriculum

We live in a challenging world where not everyone is treated fairly and with the respect that all people have the right to. We seek in our school to **provide a welcoming and inclusive community** where all are accepted for the **unique individuals that God has created them** as and where all are **helped and supported to be fully included whatever their needs**. We also seek to provide a window onto the world which **celebrates the rich diversity that exists** and equip all within our community to become global citizens.

Within History, we ensure that:

- Texts chosen to support the curriculum offer a broad perspective on modern life
- A range of famous historians are used within teaching, ensuring gender/race/background are fully reflective in the choices made
- Any images, videos, artwork and music used include a wide range of cultures and backgrounds

- We are developing children to become 'global citizens' - having an awareness of the wider world
- All children are included in activities through differentiation by support and/or outcome. Pair and group activities are woven into units to allow children to work with their peers in order to help and support each other.