



History Policy

1. Aims and objectives

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.

In our school we aim to:

- Develop children's curiosity about the past in Britain and the wider world from ancient times to modern day.
- Use first-hand experience and secondary sources to locate and investigate the historical significance of a range of events.
- Acquire a framework of knowledge about events and people that will enable them to set local and international events within a historical context.
- Develop skills of investigation, observation, analysis and communication.
- Develop a chronological framework for their knowledge of significant events and people and consider how the past influences the present.

2. History curriculum planning

We use the national curriculum of work for history as the basis for our curriculum planning. We use the national curriculum objectives to develop an integrated programme for the teaching of history, which ensures a broad continuity, progression and differentiation. Units of work are taught in a cycle that makes links with other areas of the curriculum and significant events in the year e.g. Bonfire Night.

3. Assessment and recording

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results in our

assessment files and we use these to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

4. Monitoring and review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader provides an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Author: K. Fox

Date Ratified:

Signed: _____ **Headteacher**

Signed: _____ **Chair of Governors**