



History Policy

Review Date September 2022

Every Child, Every Chance, Every Day; Working Together



HISTORY POLICY

Review Date – September 2022

1. AIMS

At Crabtree Farm Primary School, we strive to inspire our children to be fascinated about people, places and events in the past and how this impacts on their world today. Our intention is to improve every students' understanding of the world around them, understand their own heritage and the heritage of others. We believe that history education should be exciting, engaging and fully inclusive to every child.

Our aims are to successfully fulfil the requirements of the National Curriculum for History; which includes providing a broad, balanced and differentiated curriculum. We believe our children should learn through an enquiry-based approach and should progress through a range of historical concepts, knowledge and skills. We endeavour to enable our children to question, think critically, weigh up evidence, and consider a range of perspectives and judgements. It is important that our curriculum challenges pupils, broadens their horizons, develops life skills and prepares them for their future.

2. TEACHER GUIDELINES

- 2.1 Short term humanities planning will be devised by the class teacher as part of their topic using the given objectives stated in our school overview. This should be completed on the wider curriculum planning format and placed in each year group's planning folder on the school server.
- 2.2 The National Curriculum and the school's skills ladder will be used to inform planning and ensure progression between each year group.
- 2.3 History or geography should be taught alternatively each term during topic time.
- 2.4 Each topic should include the specific objectives identified in the history curriculum overviews.
- 2.5 Each child will have a topic book which will contain their humanities work.
- 2.6 For each new topic, a knowledge organiser should be placed into each child's book. This should be referred to throughout the topic and used within lessons.
- 2.7 Activities should include some collaborative work where children can investigate in pairs or small groups and share knowledge and expertise.
- 2.8 Teachers should employ open ended questioning and children should be encouraged to take an enquiry-based approach to their work.
- 2.9 Teachers should provide a range of evidence and historical sources to be interpreted and evaluated.

3. TEACHING METHODS

- 3.1 Teachers should adopt a variety of teaching methods. These would include whole class, group, paired and individual work, depending on the activity. Cross-curricular links should be made wherever possible.



- 3.2 Differentiation should be used to cater for the differing needs of all children.
- 3.3 Activities will involve open-ended questions and allow the children to explore their own ideas through their own research.
- 3.4 Teachers should plan frequent opportunities for children to:
 - A) Explore historical sources and pose questions
 - B) Use focussed exploration and investigation of sources to recognise how historians make sense of the past and understand how accounts may differ
 - C) Develop their chronological understanding of the British Isles and that of the wider world
 - D) Use knowledge organisers to revisit knowledge
 - E) Consider the role history plays in the development of the world and how this impacts on their life

4. SPEAKING AND LISTENING

- 4.1 Teachers should continually look for and plan opportunities for speaking and listening within history.

5. SPECIAL EDUCATIONAL NEEDS

- 5.1 All work will need to be differentiated, so that all children achieve the lesson objective.
- 5.2 All differentiation should be shown in the short term planning sheets.
- 5.3 Our 'SEN in History' document should be used to support children with SEN.

6. INFORMATION AND COMMUNICATION TECHNOLOGY

- 6.1 Children should use information and communication technology whenever appropriate in their humanities work.
- 6.2 Planning and resources are available for some humanities topics in Staff Share/Teaching/Curriculum and Subjects/Humanities.

7. RESOURCES

- 7.1 Topic resources, artefacts and books will be stored outside Year 4.
- 7.2 Photos of history artefacts for each topic are on the server and a copy of each has been placed in the artefact boxes.
- 7.3 Subscriptions to The History Associations should be used to support teaching and develop CPD.
- 7.4 Resources are regularly reviewed.
- 7.5 If any problems with resources arise, please contact the subject leader.

8. ASSESSMENT

- 8.1 The main objectives covered in each topic should appear on the knowledge organiser title page. The objectives should be taken from the current history curriculum overview and the school's skills ladder.
- 8.2 Teachers should continually assess the children's work. Marking and feedback should follow the school's marking policy. This must include giving children the opportunity to respond to comments using a green pen.
- 8.3 Teachers should also use the history skills ladder for their particular year group to help assess children's work.
- 8.4 A selection of books will be collected by the subject leader throughout the year to assess coverage and the quality of work.
- 8.5 Pupil interviews will be held regularly to review the impact of specific topics on children's learning.
- 8.6 End of topic assessments are to be done to ensure children have learnt the relevant information.

9. EYFS

- 9.1 Within the EYFS framework history is covered through the early learning goal: 'Past and Present' in the 'Understanding the World' area of learning. F1 and F2 pupils are taught this through a range of direct teaching, adult led activities, child-initiated activities and continuous provision within the environment.
- 9.2 Time will be spent within the EYFS by the subject leader to ensure progression between EYFS, KS1 and KS2.

10. TARGETS

- 10.1 In accordance with the 'Assessment Without Levels' guidelines, each child should complete the objectives set out in each topic to then be considered 'secure' within their year group.

11. REVIEW

- 11.1 Acceptance of this policy implies a commitment to it.
- 11.2 A review of the policy will be undertaken in the autumn of 2022.

Miss Barnes, History Subject Leader
September 2021, to be reviewed in September 2022

