



# Stoke Prior First School

## History Policy

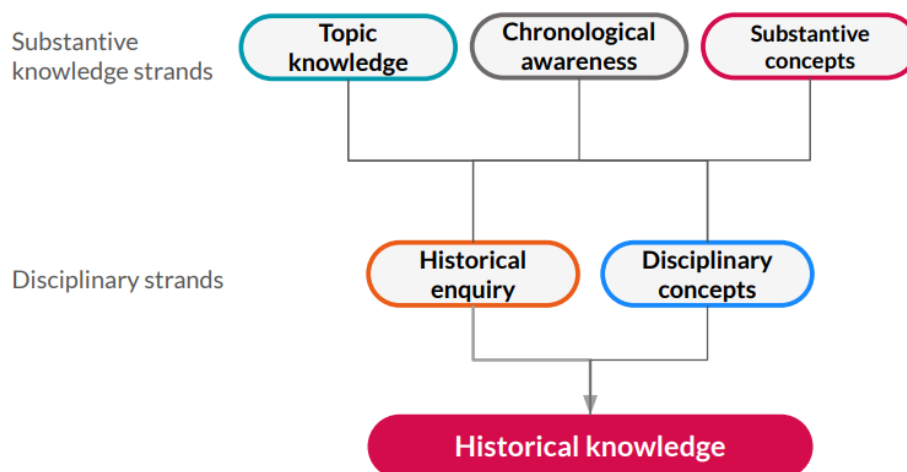
### 1 Aims and objectives

In our school, history provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved by asking key, critical questions. In our school, children consider how the past influences the present, what past societies were like, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. We teach 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. The teaching offers opportunities for children to:

- foster an interest in the past;
- know about significant events in British history, and to appreciate how things have changed over time;
- develop a sense of chronology;
- understand how Britain is part of a wider European culture, and to study some aspects of European history;
- have some knowledge and understanding of historical development in the wider world;
- help children understand the diversity of society and their place within it, so that they develop a sense of their own cultural heritage and the relationships between different groups;
- develop historical skills of enquiry, investigation, analysis, evaluation and presentation;
- understand how knowledge of the past is constructed from a range of sources;
- develop the cross-curricular use of history in other subjects;
- be inspired to be creative thinkers.

### 2 Teaching and learning style

We want children to think as historians. Our history curriculum comprises of substantive content and disciplinary knowledge. It is important that pupils are taught both of these elements so that they can recognise each discipline as a tradition of enquiry. We teach a progressive and effective curriculum which identifies the following key strands:



Lessons are designed to be varied, engaging and hands on, allowing children to experience the different aspects of an historical enquiry. We place an emphasis on examining historical artefacts and primary sources to develop our critical

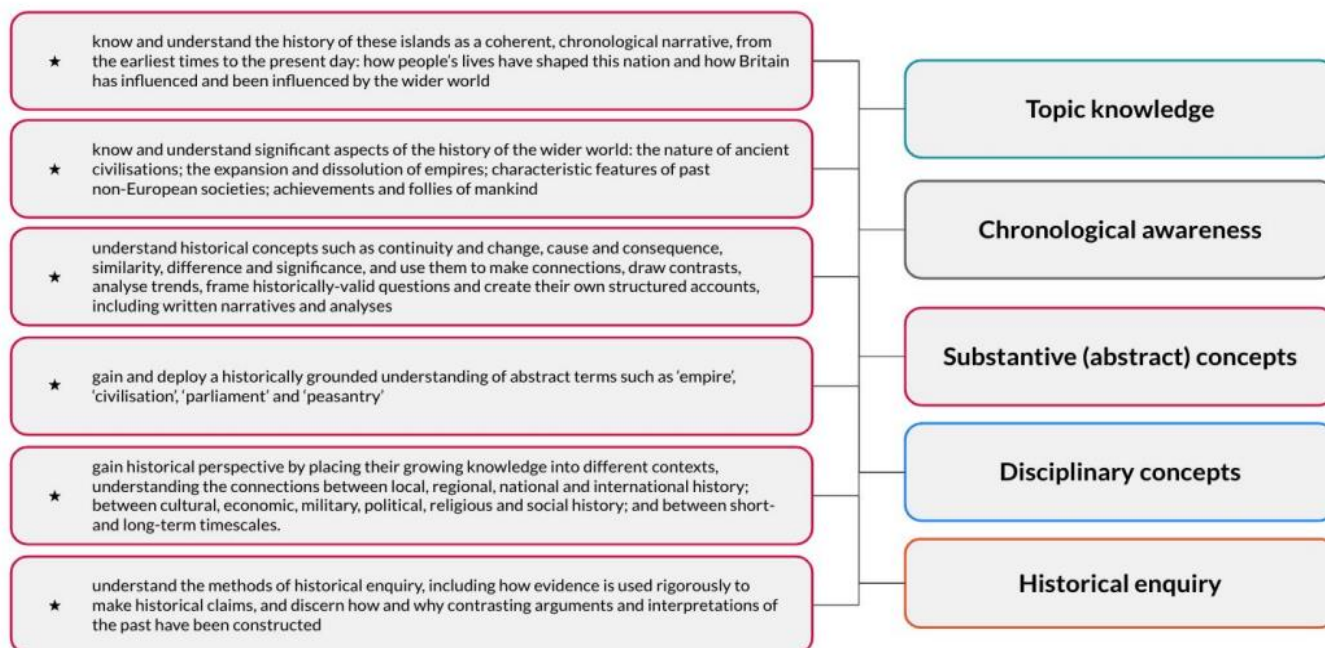
thinking and questioning skills. We view educational visits and visitors as an integral part of the history curriculum. We focus on helping children to understand that historical events can be interpreted in different ways, and teach them to ask searching questions, such as 'How do we know?' "What if...?" about information they are given; equipping the children to ask perceptive questions, think critically and develop perspective and judgement.

We allow for differentiation by:

- setting tasks which are open-ended and can have a variety of responses;
- using peer support;
- providing resources of different complexities, matched to the ability of the child;
- adapting teaching to meet the needs of all pupils.

### 3 History curriculum planning

Our history curriculum fulfils the statutory requirements outlined in the National curriculum for History. We ensure that all pupils:



### 4 Links with other areas of the curriculum

- **English:** Development of reading, writing, speaking and listening skills
- **Mathematics:** Counting, numbers, data handling, interpretation and analysis skills
- **Personal, social and health education (PSHE):** Development of self-confidence, understanding of others, society and its members
- **Spiritual, moral, social and cultural development:** Provide opportunities to discuss moral questions, or what is right and wrong
- **Computing:** Word-processing, finding information on the Internet, presenting information through PowerPoint, interactive timeline software,

### 5 History and inclusion

At our school, we teach history to all children, whatever their ability and individual needs. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us to consider each child's attainment and progress against ARE (Age Related Expectations).

### 6 Assessment for learning

We assess the children in order to ensure that they make good progress in history. Teachers use formative assessment in the lessons and use assessment trackers for summative assessment at the end of a topic. Teachers also use skill catchers and knowledge assessment quizzes which can be used at the end of the unit to provide a summative assessment. Learning objectives and outcomes are shared with the children and regular feedback is given to help guide

their progress. Children are also encouraged to self-assess to make judgements about how they can improve their own work. Overall attainment is reported to parents through the annual written report.

## **7 Resources**

We have built up a good range of resources to support the teaching of all history units in our school. These resources are kept in the classrooms they are used in and in a central store. The library contains a good supply of history books. All classes have access to educational software and the internet to support children's individual research.

## **8 Monitoring and review**

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in history and indicates areas for further improvement;
- uses specially allocated regular management time to review planning, work scrutiny, pupil voice and to observe history lessons across the school.

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: A David
DATE POLICY AGREED:	November 2023
TO BE REVIEWED BY:	November 2026
DISTRIBUTION:	Staff / Governors / Website (delete as required)