

## **Broad Chalke CE VA Primary School**

### **History Policy**

**Mission Statement: “With God we live and learn and play.”**

**Aims and Objectives:** In line with the ethos of our church school in recognising the uniqueness of each individual, our aims and objectives of history teaching at Broad Chalke School are:

- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history, and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To understand how Britain is part of a wider European culture.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage and British values.

### **Teaching and Learning Styles**

In line with the school’s teaching and learning policy, we recognise that children have a wide range of ability. We seek to provide suitable learning opportunities for all children, matching the challenge of the task to the ability of the child. In each key stage we give the children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events from the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as ‘how do we know?’, about information that they are given.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by

- Setting common tasks which are open ended and can have a variety of responses.
- Providing resources of different complexity including historical artefacts.
- Using classroom assistants to support work.

### **History Curriculum Planning**

We use the National Curriculum for history as the basis for our curriculum planning, and adapt this to the local circumstances of our school.

- Our curriculum planning is in three phases (long term, medium term and short term) the long term plan maps the history topics studied in each term during each key stage.
- The children study history topics in conjunction with other subjects and the creative curriculum.

## **Early Years Foundation stage (EYFS)**

We teach history in the EYFS as an integral part of the topic covered during the year. We relate the history side of the children's work to the objectives set out in the EYFS guidance.

## **Teaching history to children with special needs**

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their My Support Plans (MSPs).

## **Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during history lessons. On completion of a piece of work, the teacher marks the work and comments as necessary.

## **Monitoring and review**

- The history subject leaders are responsible for monitoring the standard of the children's work. One day a year is given to review samples of children's work and to interview children.
- The history subject leaders keep samples of the children's work in a portfolio.
- The subject leaders give the head teacher an annual position statement in which they evaluate the strengths weaknesses in the subject and indicate areas for further improvement.

Date drafted: October 2014

Ratified by FGB: November 2014

Reviewed: October 2017

Next Review Due: October 2020