

INTAKE PRIMARY SCHOOL



History Policy

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Subject Aims.

History is a foundation subject within the National Curriculum. The aims of teaching History at Intake School are consistent with our school philosophy and take account of the breadth and depth of our school aims and everyone achieving their full potential.

We aim to:

- Help pupils develop a sense of identity through learning and about the development of Britain, Europe and the world
- Introduce children to what is involved in understanding and interpreting the past
- Encourage an interest in the past
- Contribute to pupils' knowledge and understanding of other countries and cultures
- Understand how the present has been influenced by the past through a rich relevant and differentiated curriculum.
- To fulfil the requirements of the National curriculum for History.
- To develop skills which will help life long learning.

The History curriculum is divided into key stages and is taught both discreetly as well as being linked to a topic or book based.

Curriculum and School Organisation

The teaching of History at Intake School is approached in a flexible way throughout the school within each key stage and within each year group.

The Long Term Plan and Key Skills document outlines in more detail how History is planned across the whole of each key stage with each year group having specific areas of work.

Key skills, knowledge and understanding are integrated into the Long Term Plan where the focus on History may be a major aspect of the theme or a minor one.

The LTP is devised to promote continuity and progression and teachers use the Key Skills document to ensure the correct level of expectation and challenge.

The theme webs provide medium term planning and the short term planning identifies specific learning objectives.

Teaching and Learning

Refer to Intake Primary School Teaching and Learning Policy.

Equal Opportunities

(Refer to Single Equality Plan)

All children should have equal opportunity in History whatever their gender, race, ability or needs. Tasks set should be appropriate to the individual child, as far as possible.

Staff Development

