

Heptonstall J, I & N School.



History Policy

Aims

1. To establish an entitlement for all pupils
2. To promote continuity and coherence across the school
3. To state the school's approaches to this subject

In accordance with National Curriculum requirements, at both Key stages the following key elements will be developed through the areas of study as appropriate

- Chronology
- Range & depths of historical knowledge and understanding
- Interpretation of History and historical enquiry
- Visits

Statutory requirements

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. (*National Curriculum 2014*)

Expectations

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (*National Curriculum 2014*)

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. (*National Curriculum 2014*)

The Governing body

Reports are made to the governing body on the progress of History provision within the school.

This policy will be reviewed every three years or in light of any changes to the legal requirements.

Role of the subject leader

The co-ordinator has the responsibility to take a lead in developing History further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Subject organisation

All classes are mixed age and ability and are taught by their class teacher. Lessons are planned using the National Curriculum. History is taught as part of our topic work using a variety of lesson types including individual and collaborative work.

Planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. The school ensures curriculum continuity by following the two-year rolling programme of topic work and by close liaison between staff at the planning stages.

Relevant discussions are encouraged and groups are encouraged to communicate their findings in a variety of ways. Resources, television and video, information packs in school and from the Children's' Library Service, appropriate software and library books can all be used to support the subject. The local area is rich in historical interest.

All fieldwork within and outside of the school grounds is carried out in line with the school's Health and Safety policy. Teachers must also take full account of guidance from the L.A.

Cross curricular

Is planned for within the topic medium term plans.

The use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately.

Inclusion

No pupils are excluded from History. We ensure that all pupils take part and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal opportunities

All children are provided with equal access to the History curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental involvement

Parents are encouraged to support their own child's learning through;

1. Reading and researching at home together
2. Visiting places linked with the units of work
3. Encouraging conversations

