

Signed

Date: September 2020

Review: September 2022

HISTORY POLICY

Statement

We believe that the study of History teaches children about the past and the methods used to study it help them to make sense of the world in which they live.

Equal Opportunities

All children at Seaton Delaval First School should have equal access to the History National Curriculum. We feel it is important to be sensitive to issues of gender and disability. Through a careful choice of materials and sensitive teaching we aim to avoid cultural stereotyping and produce a culturally balanced view of History.

Aims

1. We aim to meet the requirements of the National Curriculum for history.
2. History should foster a feeling of empathy towards people past and present.
3. History should stimulate pupil's interest in the world around them.
4. History should show children how the past relates to the present.
5. History should arouse an interest in the past and help in understanding and interpreting the past based on the evidence available to use.

In order to deliver the History curriculum, we use a variety of teaching styles appropriate to the task. These include whole class teaching and small group work. We recognise that much of the History is conceptually distant to children and see the need to make it more accessible. Whenever possible we

attempt to give them first hand experience of places and artefacts relating to the past.

To provide our children with an organised and balanced curriculum, our History planning aims to use the direct experience of our local surroundings. We encourage the use of museums, historical sites and field trips, where the safety of children is always ensured.

The school will plan for continuity and progression in each key stage through gradual extension of skills, concepts and topic planning. Through History we aim to help pupils understand and develop a lively interest in the world in which they live and the interdependence of individuals, groups and nations.

Planning and Assessment

The History curriculum may not be spread uniformly through a week, term or year, but an adequate amount of time will be allocated to History over the year and key stage.

Assessment is seen as an integral part of the planning process and as a normal teaching process that occurs within school.

Differentiation and Mastery

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.

We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

We differentiate by:

- setting common open ended tasks; setting tasks of increasing difficulty;
- grouping pupils according to ability and setting different tasks for each group;
- providing resources of different complexities, matched to the ability of the child;
- using additional resources to support the work of individual children or groups of children;
- using peer support by partnering pupils of different abilities to complete tasks.

Pupils with SEN have tasks appropriately differentiated, including by the provision of additional visual resources, the use of writing frames or other forms of recording, such as using ipads to video their contributions, adult scribing their ideas.

Children should be given sufficient opportunities to apply their learning and deepen their knowledge, skills and understanding in a variety of contexts. Examples of which could include; peer coaching, self-assessment, presentations, debating and use of appropriate terminology.

Equal Opportunities and Inclusion (see relevant policy)

Cross Curricular Links

History has links to English, Maths, RE, Geography, Art, SMSC, Equal Opportunities and Ethnic Diversity.

SEND - We recognise the need to tailor our approach to support children with Special educational needs as well as those who are identified as gifted and talented.

Resources

Resources for History are located centrally within school. These include: Big Books: e.g. 'Historical Letters, Diaries and Journals', 'Florence Nightingale'; Teacher resource books; Photo Packs; Reproduction Newspapers and other resource packs. Many resources in the Curriculum cupboard are catalogued.

Teachers may also have a number of resources kept in classrooms, which are specific to their topics (e.g. DVDs & worksheets).

Use of ICT in History is also encouraged wherever possible.

Class visits also feature to enhance the History curriculum. These we believe help bring History to life for the children and help them to understand the subject more thoroughly.

Assessment, Recording and Reporting

Assessment is normally carried out by teachers and other adults in the course of a normal lesson. Assessment is set against clear learning outcomes and also covers the acquisition of skills as well as knowledge and understanding. We assess children's progress through a system of informal observation, questioning, and assessing written work which supports teaching and learning and informs future planning.

It enables us to provide children with a clear understanding of their progression and what they have learned / how they have developed.

End of year Reports to Parents report on children's achievements in and attitudes towards History.

Children are given opportunities to assess and comment upon their achievements, attitudes and areas for development within their lessons.

Staffing

Teachers take their own classes for History. All staff takes part in professional development to ensure up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by the subject leader. The current subject leader is Mrs Hayward.

Cross Phase Liason

We liaise with Whytrigg Middle School, to ensure continuity and progression, through a broad and balanced curriculum at key stage 2.

Monitoring and Evaluation

The Middle Leaders are responsible for overseeing the implementation of the History curriculum and will, in consultation with Senior Management, determine staff development needs and curriculum reviews etc.

Coverage is monitored regularly and evaluated to inform the programme so it remains relevant.