

Eversley Primary School
History Policy

Reviewed October 2019
Next update: September 2021

Introduction

This policy outlines the teaching, organisation and management of history taught at Eversley Primary School.

Aims (in line with the 2014 National Curriculum)

We teach history to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

History and the Creative Curriculum

Through teaching history as part of the Creative Curriculum we can:

- develop pupils' skills across the curriculum, especially in English, numeracy, computing, PSHE and history;
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues through the teaching of British values;
- help pupils to develop a sense of identity and citizenship;
- embed pupils' awareness of the importance of values in different cultures across the world;
- enable pupils to transfer skills learnt into different aspects of their learning

Teaching and Learning

When teaching history teachers will:

- always explain the learning objective;
- often use a key question to direct pupils' thinking / enquiry about the past and the skill being acquired;
- ensure that a range of resources and activities are used to allow each pupil to be effective in learning about the past;

- use starters and plenaries to ensure pupils fully understand what they are learning, how they learn and how well they are progressing
- ensure that pupils learn in a variety of ways, both in and outside of the classroom

In learning history pupils will:

- use a range of resources such as people, the local environment, visits, photographs, portraits, artefacts, written materials, ICT, TV / video extracts;
- investigate significant issues about the past; work in a variety of contexts – individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about the past

Assessment

To assess pupils' progress in history we:

Assess pupils strengths and next steps for development using milestones. Each term, teachers use assessment grids to identify pupils who are not achieving the milestone (expected progress) and those pupils exceeding the milestone. All of the assessment is based on the 2014 National Curriculum expectations.

All of this information is passed up with the pupil throughout their time at school.

Monitoring and Evaluation

To monitor and evaluate history, the subject leader:

- carries out work and planning scrutinies;
- observes lessons;
- carries out pupil interviews;
- reviews provision of resources;
- supports with teaching and learning and CPD

Resources in school

Texts, maps, atlases, videos, photographs, ICT are some examples of the resources in school. Most resources are kept in classrooms in accordance to the topics being taught. Other more general resources are located in the cupboard on the stairs in the junior building.

Marking

All work must be marked with an acknowledgement. Next step marking should be carried out at least twice a term to move on understanding of the topic being taught.

Equal Opportunities

All children are provided with equal access to the history curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability.

Linda Lauder