



Silverhill Primary School
Policy for History

Curriculum

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September 2019

AIMS

Our aim is to stimulate pupils' interest and understanding about the past in Britain and the wider World. We encourage the children to develop a sense of a coherent chronological narrative from the earliest times to the present day. Pupils will gain historical perspective by placing their growing knowledge into different context, understanding the connections between local, regional, national and international history.

We also aim to develop pupils' historical enquiry skills, 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. Skills gained will include enquiry, analysis, interpretation, problem solving - enabling them to find evidence, consider it and reach their own conclusions.

TEACHING AND LEARNING

The history curriculum consists of six main areas:-

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation;
- Historical enquiry;
- Organisation and communication;
- Breadth of study.

Throughout the teaching of History all the elements of knowledge, skills and understanding (first five bullet points) are developed through various areas of study:

In KS1 these include their own family life (changes in living memory), people's way of life in the past, the lives of significant people who have contributed to national and international achievements, and past events from the history of their own locality, Britain and the wider World.

In KS2 these include a local history study, three British history studies, a European history and World history study developing a chronologically secure knowledge and understanding of British, local and World history. They will understand how our knowledge of the past is constructed from a range of sources.

An important element in the teaching of history in both KS1 and KS2 is the use of historical artefacts, visiting speakers and visits to local historical places, which enhance the history curriculum.

In the foundation stage, history is taught as one element of the topic through the Early Learning Goal - 'Knowledge and Understanding of the World'. This includes activities such as dressing up, looking at pictures of famous people in history and discovering the meaning of 'new' and 'old' in relation to the children's own lives through the means of their 'Learning Adventures'.

PLANNING

The KS1 and KS2 history curriculum maps indicate how the National Curriculum requirements are covered through to year 6.

History is taught each term as part of an overall topic theme in KS1 and KS2 and is spread over the term. Class teachers list specific learning objectives and skills of each lesson in short-term plans.

ORGANISATION

Organisation of the lesson is in class groups using teacher-led questioning to initiate open-ended tasks. The pupils are arranged in a variety of ways to suit the tasks. Opportunities to identify the information covered and answer the questions posed at the beginning of the lesson are given in the plenary.

SPECIAL EDUCATIONAL NEEDS

It is important that the history curriculum is made accessible for all pupils resulting in being differentiated by the class teacher to suit the individual needs of the pupils. This may include adapting the materials and using additional adults as appropriate.

GIFTED AND TALENTED PUPILS

Pupils who are more able have the opportunity to work on challenging activities. This is part of their current unit of work, requiring the class teacher to differentiate activities, enabling these pupils to undertake more complex or independent methods of enquiry.

EQUAL OPPORTUNITIES

In History, as in other curriculum areas, consideration is given to the principles of inclusion. All pupils are given equal opportunities to participate in historical work and materials used reflect equal opportunities in society.

RESOURCES

The history resources are stored centrally in a resource area in labelled boxes. Further reference materials may be found in the library. The school also has access to the School Library Service from which additional resources may be ordered on a termly basis. The school has links with an historical theatre company who visit in costume on a regular basis to support topics. The internet is also a widely used resource.

ASSESSMENT, RECORDING AND REPORTING

As pupils progress through each unit of work, teachers complete summative and formative assessment which records their understanding of that unit of work. This is based upon the pupil's oral and written contributions to lessons and is passed on to their next teacher. The children are also encouraged to self-assess after each piece of work including homework.

Each year a report of progress and achievement is included in the annual report sent to parents.

LINKS TO OTHER SUBJECTS

Within the History curriculum there are strong links to many curricular subjects such as Literacy, Maths, ICT, RE, PHSE, Music, Geography, Art and Food/Cooking.