

**St Margaret's Collier Street School**  
**HISTORY POLICY**

**Rationale**

History is a study of the past, through which pupils develop an awareness and understanding of the ways in which peoples' lives and the societies in which they lived developed. History is essential to our understanding of the development of the modern world. Skills acquired through the study of History are applicable to everyday life.

**Our aims in teaching History are:**

- ◆ To know and understand the history of these islands from the earliest day to present times.
- ◆ To arouse interest in the past and encourage questioning and speculation
- ◆ To develop pupils' critical awareness of past events
- ◆ To know and understand significant aspects of history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- ◆ To develop children's knowledge and understanding of historical ideas and concepts – causation, change and continuity over time.
- ◆ To develop children's ability to investigate and interpret the past in different ways through a variety of historical sources and techniques.
- ◆ To make the subject enjoyable and interesting
- ◆ To enrich and support other areas of the curriculum

**Continuity and Progression**

History is taught through the thematic approach. There will be progression from the familiar and local, to studies more distant in time and place. Planning will be done within the Key Stage or phase as appropriate.

In the Early Years, History is taught with reference to the Foundation Stage curriculum. History will be planned and delivered using the National Curriculum Programmes of study for Key Stage 1 and 2.

Key Stage 1: Three-year rolling programmes of termly topics, including history-focused topics. Pupils learn about:

- Significant historical events, people and places in their own locality.
- Events beyond living memory that are significant nationally or globally (for example Great Fire of London) commemorated through festivals and anniversaries.
- The life of significant individuals who have contributed to national and international achievements.

Key Stage 2: Four-year rolling programmes of topics, including history focused topics. Pupils work on the areas of study identified in the National Curriculum. Pupils will develop a more secure knowledge of chronology within local, British and world history. They will devise

historical questions and find answers using a range of relevant historical sources. Pupils will look for connections and contrasts over time.

## **Principles of Teaching and Learning**

### Differentiation and SEN

Through careful planning, the study of history will engage the children in a variety of different activities such as written, spoken and practical. Work for pupils will be pitched at an appropriate level through the use of a variety of different strategies that include:

Extra materials for pupils' research are available in the school library and through ICT. Independent research skills will be encouraged.

Support for SEN pupils follows the school policy. Help and ideas can be requested from the history subject leader. Resources boxes are available for all KS2 topics. We are working on building up specialist materials for KS1 topics.

### Variety

We want pupils to use a range of skills to:

- ◆ Ask historical questions
- ◆ Collect information through class work and/or fieldwork to help answer these
- ◆ Process the data/information
- ◆ Present what they find
- ◆ Comment accurately or analyse their findings and reflect on them

Investigation, research and enquiry should be the predominant teaching and learning styles.

A wide range of sources (books, maps, documents, pictures, photographs, artefacts, paintings, oral sources drama, dance and music) will be used to help children discover the past for themselves across each key stage.

### Relevance

History will be made relevant by starting from, or drawing on, local history, which may include visiting sites of historical interest and by referring to current events. The use of time lines throughout the school will reinforce and further the development of chronological understanding.

### Cross-curricular skills and links

History is present in one form or another in every part of the curriculum so there are opportunities for links with a range of curriculum subjects. It can make a major contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes.

### Equal opportunities

The schemes of work and teaching strategies in history should:

- ◆ Ensure equal access to the curriculum for all
- ◆ Ensure sensitive treatment of gender, ethnic and religious issues
- ◆ Avoid stereotyping

### **Health and Safety**

All fieldwork and study visits will abide by the school policies. Please refer to the 'Educational Visits and Offsite Activities' folder, Outdoor Education Unit, KCC which is kept in the Headteacher's office.

### **Assessment, reporting and recording**

Teachers will record key aspects of pupils' progress through detailed formative marking. At the end of each year, teachers will make summative assessments of the attainment and progress made by pupils against the National Curriculum Programmes of Study for each attainment target and use these as a basis for reporting to parents.

### **Role of Subject Leader**

The subject leader is responsible for the promotion of high standards in history. The leader is responsible for the subject's annual development plan and its implementation and review. They will be responsible for forwarding any information from outside agencies regarding visits to the relevant staff members. The subject leader is responsible for history resources and the monitoring and evaluating of the subject.

### **Review**

Discussions with staff and pupils, evidence in books, classroom displays and visits to classrooms will be used to evaluate the effectiveness of teaching and learning in History.

### **Equal Opportunities**

The Governing Body, Headteacher and all staff are responsible for ensuring that all aspects of the school's History Policy and its application, promote equality for all pupils.