



# Thornaby Church of England Primary School

## History Policy

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time.

### **Introduction**

This policy outlines the teaching, organisation and management of History taught and learnt at Thornaby Church of England Primary School. We believe that History is the tool of learning and communication and is about people and their development over a period of time. It is essential to our understanding of the development of the modern world. Skills developed through the study of History are applicable to everyday life. The introduction of the new primary curriculum places a greater value on British history and this is reflected in each keystage.

### **Aims**

Our aims in history are:

- To help children understand the present in the context of the past.
- To arouse interest in the past and encourage questioning speculation and enquiry.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play
- To enrich and support other areas of the curriculum.

To prepare pupils for adult life by helping them to understand the nature of the society in which we live.

We will achieve these aims by the following objectives:

Pupils will study everyday life and culture of people in the past and make comparisons with their own lives and experiences.

Pupils will compare a range of historical events to gain knowledge of change and the evolution.

Pupils will be given an understanding of chronology.

Pupils will recognise that some things change and others remain the same.

Pupils will be made aware that historical events often have more than one cause and consequence.

Pupils will be introduced to ideas about using evidence

### **Equal opportunities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Differentiation**

The varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome and work will be catered for within whole class/group or individual work. Appropriate strategies will be employed for the very able and those with special needs to allow all children to achieve desired learning outcomes.

### **Assessment**

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Each class teacher carefully monitors the attainment of each child by highlighting learning outcomes after a topic has been covered. Reporting to parents occurs annually with a written report and through parents evening.

### **Cross Curricular Dimensions**

We see History as a natural context for the development of Literacy, Numeracy, Geography, R.E. Citizenship and I.C.T.

### **Approaches**

We now teach history through our Cornerstones creative curriculum as a topic based approach to learning. Through this we are able to cater for the different learning styles. We teach history in a variety of different ways. Our curriculum is enhanced through the use of:

- Story

- Timelines

  - Individual/group/class projects

  - Classroom displays

- Role play and drama

  - Artwork/model making/craftwork

  - Map work

  - Use of photos, artefacts and other resources

  - Site and educational visits

- Problem solving/debates/reconstructions

### **Early Years**

We teach history in Foundation as an integral part of 'Understanding of the World' and as a school we follow the cornerstones creative curriculum. As Nursery and reception are part of the Foundation Stage of the National Curriculum, we relate the children's work to the development matters statement set out in the Foundation Stage Profile document, which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Resources**

Each year group will be collecting a range of resources relevant to their particular themes.

- The pupils own experiences

  - The experiences of those people known to them
  - The experiences of visitors

  - The local environment and

  - beyond Library reference books

### **Health and Safety**

Health and safety regulations in class-based lessons apply as for any other subjects.

For school visits appropriately qualified staff will supervise all activities.

### **Role of the Co-ordinator**

To play a major role in the development of school policy and practice.

To have responsibility for securing high standards of teaching and learning in History and evaluate their effectiveness.

To ensure that practices improve the quality of history education throughout the school and raise standards of achievement.

To inform future priorities and targets for the subject.

To ensure teachers are familiar with the policy and help them to plan lessons if required.

To prepare, organise and lead INSET.

To work with the SENCO when required.

To attend INSET provided by the LA.

To discuss with the Head Teacher, when required, the progress of the policy throughout the school.

Reviewed October 2016

Revised October 2018- To be reviewed October 2020

Reviewed October 2012 - to be reviewed October 2014