



Fladbury
Church of England First School

History Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Every 4 years
Staff Lead:	J Wilson
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“Happy Hearts, Open Minds, Bright Futures.”

“Those who cannot learn from history are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read history are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.”

George Santayana

Introduction

At Fladbury, our history curriculum inspires our children to be curious to know more about the past and wider world. Children’s’ curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with significant people within their locality.

Children at Fladbury will develop the skills required to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. These enquiry skills will help our children understand the complexity of people’s lives in the past and how these have influenced our lives today.

Pupils will also develop their understanding of the History of the wider world and how different civilisations and cultures have impacted each other over time. Through understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and challenges of their time.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our History teaching and learning will pull on prior learning to draw similarities and differences between societies, leaders and time periods.

Aims

- To give pupils an awareness of the past and how the past can help influence the present.
- To help pupils establish a sense of identity, community and family.
- To enable pupils understand cultural roots and shared inheritance.
- To develop a sense of chronology.
- To develop the ability to interpret and understand the past.
- To excite pupils and give them enthusiasm for the past.
- To help pupils empathise and explore the feelings of others.
- To enrich and help the teaching of other areas of the curriculum.

- To build pupil's independent enquiry skills through using a range of resources.
- To build pupil's resilience and wellbeing skills through a range of historical activities, whilst comparing the past to the present.

Curriculum Organisation

Early Years Foundation Stage: In the EYFS History comes under the heading of "Understanding the world." However elements of History occur throughout the curriculum and can be observed across the seven areas of learning. Teachers refer to the Development Matters Statements and Early Years Outcomes when planning activities and topics to develop historical knowledge and understanding. Children develop an understanding of time by recalling significant events in their experience, talking about past and future events, developing an understanding of growth, decay and change and making short term future plans.

Key Stage 1 & 2: History is planned to cover the requirements of The National Curriculum

Contribution to other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Historical vocabulary is emphasised and opportunities are given to learn specific historical vocabulary.

Maths History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

IT We use IT in History teaching to research using the internet, enhance their skills in data handling and in presenting written work.

PSHE History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

SMSC The teaching of History offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work, the children develop respect for the abilities of other children and a better understanding of themselves.

Inclusion

Planning at all levels aims to deliver a broad and balanced curriculum to all children, irrespective of their ability or gender. Pupils are grouped in mixed ability and gender groups for all activities. Lessons are differentiated appropriately. Teaching assistants, when available, work as directed by the teacher and all children are given opportunities to work on extended, open ended activities.

Various teaching strategies are adopted throughout the year, such as:

- A variety of teaching strategies to excite and engage all types of learners, including those with additional needs and SEND.
- A balance of imparting knowledge and independent research involving the use of the library, internet and sources and artefacts.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross curricular activities.
- Visitors to school.
- Visits out of school.
- A range of suitable resources and materials.
- Practical and hands on activities.

Assessment & Recording

The history subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in History in each year of the school. In the Foundation Stage observations are made during 'adult directed activities' and 'child initiated learning'. These are added to the class floor book. In KS1 and KS2 teachers assess the children's work in history by making judgements when they observed the children in lessons. Class teachers will assess whether children are working towards, at or exceeding the expected standard in history. The children are aware of what they are learning and their steps to success for every lesson. This information is recorded and used to plan future work. Retrieval quizzes are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning. Reflections and evaluations are completed at the end of each lesson to highlight what pupils have learnt and address any misconceptions, often using KWL grids. Parents are made aware of their child's progress through

parents evening and the annual written report. The school website, displays and newsletters are used to show examples of work and photos of trips and visitors relevant to the topic being studied.