



Weetwood Primary School

History Policy

Written: January 2011

Reviewed January 2014

Next Review : January 2017

History Policy

Respecting each other
Expecting our best
Learning in a happy school

Introduction

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

Aims

We teach history to:

foster a sense of identity in our pupils, and an increased understanding of their position in their community and the world;

help pupils to value the contributions and sometimes sacrifices made by people in the past;

develop an understanding of how the past influences the present;

help pupils to develop a chronological framework for their knowledge of significant events and people;

arouse pupils' curiosity about the past in Britain and the wider world;

develop a range of skills and abilities, especially those related to finding out about the past, explaining what happened and what people in the past and present think about what happened.

History and the Creative Curriculum

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

develop pupils' skills across the curriculum, especially in literacy, numeracy, ICT, PSHCE, geography and art;

promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;

help pupils to develop a sense of identity and citizenship.

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;

vary the resources and activities in order that each pupil can 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.

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:

gather evidence of what pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating the work they produce;

make periodic and end of key stage judgements using the levels of attainment statements. (To ensure accuracy we are developing a portfolio of levelled pupils' work);

report annually to parents on the pupil's level of attainment.

Monitoring and Evaluation

To monitor and evaluate history, the co-ordinator:

monitors teachers' medium-term planning;

holds agreement trials to further develop the assessment portfolio;

reviews provision of resources.

Resources in school

Texts, artefacts, videos, photographs, ICT.

In addition artefacts are borrowed from Leeds Schools' Museum Service each term.

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.