



## History Policy

At Mehria Primary School History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events from the past have influenced our lives today. We teach children to investigate these past events and by doing so develop the skill of enquiry, analysis interpretation and problem-solving.

### **Aims and objectives:**

In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Through our teaching of History we aim:

- To stimulate the children's interest and understanding about the life of people who lived in the past
- To teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage
- Children learn to value their own and other people's culture in modern multicultural Britain.
- By considering how people lived in the past children are able to make their own life choices
- To foster children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- To enable children to know significant events in British history and to appreciate how things have changed over time.
- To understand how Britain is part of a wider European culture and to study some aspects of European history
- To have some knowledge and understanding of historical development in the wider world
- To help children understand society and their place within it, so that they develop a sense of cultural heritage

Through the teaching of History we can also:

- improve pupil's skills in literacy, numeracy and ICT
- develop pupils thinking skills
- Promote pupils awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

## **Teaching and learning of History:**

History focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in History and we see to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Mehria Primary makes provisions for all learning and teaching styles for History, most of the History curriculum is taught using the schools medium plans. History is taught in a mix of class teaching, cooperative groups and individual work.

### **History curriculum planning:**

We use the national scheme of work for History as the basis for our curriculum planning but we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged.

We carry out curriculum planning in History in three phases (long term, medium term and short term). The long term plan maps the History topics studied in each term during each key stage.

As the basis for our medium term plans we use the national curriculum and select appropriate objectives that relate to the history topic. The History subject leader keeps and reviews these plans and reviews these plans on a regular basis.

The class teacher writes the lesson plans for each history lesson (short term plans). These plans list the specific learning objectives of each lesson.

### **Teaching History to children with special needs**

We teach History to all children whatever their ability. History forms part of the schools curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Assessment and recording:**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary within the schools marking scheme.

We use teacher assessment to assess individual children's progress and we pass this information on to the teacher for the following year at the end of the academic year.

The Class teacher keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in History for each year group.

### **Resources:**

Most resources are year banded with a small supply of central stock. Each year group has a bank; resources are labelled in accordance with each topic studied. Teachers are encouraged to request further resources which they believe will enhance the teaching of History. In addition all teachers have access to the internet and are encouraged to use websites to assist in the children's learning. The library also contains a good supply of topic books.

### **Monitoring and evaluation:**

To monitor and evaluate History the head of department:

- Supports teachers via co-planning, team teaching, observing and giving feedback
- Monitors teachers planning
- Holds agreements trails to further develop the assessment portfolio
- Reviews resource provision
- Works co-operatively with the SEN co-ordinator
- Discusses regularly with the Head teacher the progress with implementing this policy in the school

**This policy will be reviewed every two years or in light of changes to legal requirements.**

**Adopted in June 2024**

**Review Date Summer**

**2026**