

GRAND AVENUE PRIMARY AND NURSERY SCHOOL

A Policy for History

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Philosophy

Our aim is to help children learn through stimulating, challenging and thought provoking activities. Children are encouraged to express their opinions and ideas using appropriate and technical vocabulary which show progression across the key stages. Learning is supported through a positive learning environment which is enjoyable to work in and where contributions are encouraged and valued.

The History National Curriculum allows children to gain a coherent knowledge and understanding of Britain's past and that of the wider world – inspiring pupils' curiosity to know more about the past. Through high-quality teaching, pupils are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. These ideas are supported with exciting displays that have accurate timelines for children to refer to and place their learning in a context.

History at Grand Avenue Primary School encourages pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. They can then consider their own identity and the challenges of their time.

Aims

To ensure that

- The History curriculum is effectively implemented - allowing children to apply and develop key skills through a broad range of tasks and experiences.
- Staff are confident with the knowledge and expectations of History within the curriculum.
- Children develop their knowledge of basic History.
- Standards are raised in Maths and English through cross curricular opportunities.
- History lessons are enjoyable, relevant and engaging.
- Children apply and develop key skills through a broad range of tasks and experiences.
- Children enjoy learning collaboratively.
- Children develop an awareness of chronology, change and continuity.
- Primary and secondary sources are examined objectively.
- Children develop a deeper understanding of an era by visiting historical sites.
- Children develop an understanding of the past and recognise the diversity which exists between societies.
- Children develop a sense of identity through learning about the development of Britain, Europe and the world.
- Children recognise that evidence may offer different versions and interpretations of past events.
- Children understand how the past affects society today.

Time allocation and organisation

Our Nursery and Reception classes follow the Early Years foundation Stage curriculum. This curriculum divided into seven areas of learning. The Historical content is included within Knowledge and Understanding of the World section.

In Key Stage 1 and 2, at least six hours of curriculum time are specifically allocated to the teaching of History per term.

Planning

Planning is undertaken by each year group using the National Curriculum and school Programme of Study. The Programme of study shows concepts, skills, content and vocabulary ensuring progression across the school.

A medium term plan for the unit is created first, followed by individual weekly lesson plans, using agreed proformas.

Planning incorporates cross curricular links wherever possible, which is indicated on the year group termly curriculum overview.

Assessment

At the end of each unit, the class teacher assesses the work undertaken by each child against set criteria and will mark this on a class assessment record sheet. At the end of the school year a record is made indicating whether the pupil has met expected standards, this proforma is kept on the school system and is available for receiving teacher and co-ordinator.

The Role of the Coordinator

The coordinator will be responsible for:

- Coordinating assessment procedures
- Creating an annual action plan
- Analysing data to support staff and inform action plan
- Organising, selecting and storing evidence of Historical study
- Advising and evaluating the needs of staff and assisting colleagues in devising programmes of study and medium term plans
- Ensuring the Programme of Study is reviewed regularly
- Ensuring resources are available to support the teaching of historical skills
- Liaising with outside advisory teams and other agencies
- Ensuring all staff are aware of new initiatives or ways of working
- Reporting on History to the headteacher, staff, parents and governors
- Attending relevant INSET and CPD opportunities
- Supporting staff in organising history based school trips

The Role of the Governors

The identified governor will be responsible for:

- Becoming familiar with the issues surrounding this policy;
- Understanding the policy, revisions and amendments;
- Evaluating the success of the policy through visits to school;
- Supporting the implementation of the policy;
- Ensuring funding to support this policy is considered during the budget setting process;
- Having a clear view of strengths and areas for development;
- Attending relevant training;
- Ensuring that this policy is fundamental to all decision making.

Staff Development

The staff development needs are met by the coordinator through leading staff meetings and INSET. Needs are identified through audits, book looks, monitoring arrangements and discussions with staff members. Courses are available for teachers to attend either through AfC or other providers.

Resources

In FS/KS1, specific topic resources are located in the individual classrooms. General resources are located in a central area.

In KS2, resources are located in a central resource area and in year group storage areas. Specific topic resources are organised into topic boxes.

The School Library contains a wide variety of reference books to support the teaching of History and children have access to these materials on a weekly basis.

Resourcing needs are regularly updated and new resources are obtained to meet the needs identified by the coordinator and the staff. This includes appropriate and useful websites.

Equal Opportunities/Entitlement

All children have equal access to the History curriculum, irrespective of race, gender, class or ability. The school ensures that:

- All children cover the content made statutory within the National Curriculum/Foundation stage curriculum
- Children access the curriculum at the appropriate level , ensuring progression
- Suitable resources and learning environments will be available to enable children access to the learning required.

Special Educational Needs/More Able Pupils

Provision for children with SEN will be made in consultation with the SENCO. These may include differentiated activities and access to appropriate reference materials. More able children will similarly have their needs met through extension and challenge.

Appendix A

Standards in Literacy

Curriculum targets for Literacy apply to all subject areas.

To ensure high standards in all written work and promote the aims of the school in all subject areas by -

- highlighting the importance of higher order writing skills
- providing opportunities to develop speaking and listening skills
- ensuring the correct use of grammar is a high priority in all written work
- developing positive cross curricular links between English and other subject areas