**CARBEILE JUNIOR SCHOOL**

**HISTORY POLICY**

RL – November 2019

**Introduction**The study of history makes a valuable contribution to children’s understanding of all aspects of life giving them a sense of identity and heritage as well as fostering a tolerance and respect for the many value systems, cultures and peoples represented in the past.

The policy outlines the teaching, organisation and management of history taught and learnt at Carbeile Junior School and is based on the National Curriculum Programmes of study.

**Aims**We teach history to:

* Fire pupil’s curiosity about the past in Britain and the wider world
* Encourage thinking about how the past influences the present
* Help students develop a chronological framework for their knowledge of significant events and people
* Foster a sense of identity and an increased understanding of pupil’s own position in their own community and the world
* Develop a range of skills and abilities – particularly those related to historical enquiry, inference, interpretation and organisation and communication of historical information.

**Methods**We utilise a range of strategies to stimulate pupils’ interest and enhance their learning; these include:

* Use of resources (primary and secondary) such as visiting speakers and people with first-hand experience of events, the local environment, visits to historical sites and houses, photographs, portraits, artefacts, written materials, computing based materials, data, TV/DVD and video extracts.
* Special events such as History Day when children dress, dance, eat and participate in a range of activities relating to a specific historical time.
* Investigation of significant issues about the past.
* Working in a variety of contexts – individually, in groups, as a whole class.
* Presenting their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches, and maps.
* As they grow in confidence, begin to pose and investigate their own questions about the past and make inferences based on evidence.
* To consider how history might have been different if certain events did not take place e.g. if Germany won the Battle of Britain, if Thomas Edison had not invented the light bulb.
* To understand that historical events can be interpreted in different ways.

**SEN**Children of all abilities have access to the history curriculum through differentiated work, task, support, resources and TA support. Work in history is also differentiated 3 ways using bronze, silver and gold WILFS (What I’m Looking For….) to cater for all needs.

**Resources**

* Visiting speakers and people with first-hand experience of events and collections of artefacts and vehicles
* The local environment
* Photographs, portraits
* Written materials, data, maps, letters
* Computing based materials, internet access through whiteboards in classrooms, computers, I Pads, video/DVD extracts
* Music relating to specific period, sound effects e.g. Blitz siren
* A range of books historical fiction/non-fiction in both classrooms and the school library.

**Health & Safety**Any activities/visits are planned with due regards for health & safety considerations and all necessary risk assessments are completed.

**Assessment**  
Assessment is on-going and undertaken through teacher observation, marking of work and questioning using the National Curriculum and Subject Skills Progression document. *Pupils are given an overall level of attainment.*

Reporting to parents occurs annually in written form and verbally at Parents’ Evenings.

**Time Allocation**When taught as a discrete subject history has 1 hour per week of curriculum time in the terms when it is taught. Due to the curriculum being followed at Carbeile Junior School, history does not fall into every topic, therefore some weeks receive more than one hour but if it is not in a topic, then history will not be covered. Over the academic year as a whole this will equate to the same amount of time as the 1 hour week guidance. Where and when cross-curricular links are made, time spent in study is also more flexible.

**Approaches to History**Wherever possible history is linked with other subjects to enhance, develop and reinforce pupils’ learning experiences:

* English/computing – research skills
* Writing – reinforcing a range of written forms e.g. letters, reports, newspapers, poems
* SMSC/R.E. empathy, respect and tolerance for other peoples and cultures
* Geography – World War II and the European countries, the location of Greece, Rome etc.
* Art. DT collages, models of buildings and artefacts, the study and production of portraits, artists and artwork from specific art movements e.g. Post-impressionism, Pop Art
* Inspire topic plans.

**Management/Co-ordinator**

* To support colleagues by providing access to appropriate CPD
* Monitor planning
* Secure high standards of teaching and learning through work scrutiny, lesson observation and pupil conferencing
* Reviewing resource provision
* Have regular discussions with the Headteacher regarding the progress being made in the subject
* To share information of changes made in the provision of history.

**Development**There will be an action plan for history in line with the school’s self-evaluation process when necessary.

**Related Documents**All Curriculum Areas  
Teaching & Learning  
SEND  
Single Equality Scheme  
Homework  
Marking & Presentation  
Assessment, Record Keeping & Reporting

Health & Safety

**Policy Review**

A revised copy of the History Policy has been produced. Unless further revision is required, each document will be reviewed every three years by the subject Co-ordinator and Headteacher. Once approved, the policy will be available to all staff and parents and stored as an electronic copy by the Clerk and Senior Administration Officer.

Next Review: Spring 2021

Head Teacher: Mr P Hamlyn

Chair of Governors: Mrs S Morton

Date: 19th November 2019