



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
HISTORY POLICY

'Together with God, Making Learning a Life Long Friend'

OUR VISION FOR HISTORY

The aim of history teaching here at St Anne's Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices 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.

SUBJECT AIMS AND OBJECTIVES

At St Anne's C.E, V.C. Primary School our objectives in the teaching of history are:

- to foster in 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 about significant historical events as laid down by the National Curriculum
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- to develop the cross-curricular use of history in other subjects;

SUBJECT LEADER

The member of staff responsible for leading History at St Anne's is Mrs Louise Allmark

TEACHING APPROACHES

The school uses a variety of teaching and learning styles in history lessons through a topic based approach. History teaching focuses on enabling children to think as

historians. We place an emphasis on examining historical artefacts and primary sources and visit places of interest when appropriate.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

PLANNING

History is a foundation subject in the National Curriculum. At St Anne's C.E. V.C. School, we use the thematic/topic approach as the basis for our curriculum planning in history. At St Anne's School we use the national curriculum as the starting point for our curriculum planning in history. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. We plan through topics that will link to other areas of the curriculum. We plan the lessons and activities in history so that they build on the children's prior learning. Topic webs are shared with children and parents throughout the year and are also available to view on the website. From September 2024 we will begin following the Grammarsaurus scheme to teach History.

CONTRIBUTION OF HISTORY TO THE DEVELOPMENT OF SMSC 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 recognise 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 they start to develop tolerance and respect for others. . We also provide children with the opportunity to discuss moral questions, or what is right and wrong about key historical events. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

INCLUSION

At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

ASSESSMENT AND RECORDING

Children demonstrate their ability in history in a variety of different ways. Younger children might write about toys their grandparents played with in the past, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, 'life as an evacuee'. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

The subject lead also creates an exemplar folder of photographs which demonstrates class trips, visiting speakers, activities and practical.

RESOURCES

We have a wide range of resources to support the teaching of history across the school. These are mainly kept in individual classes. Additional resources will be bought when needed.

MONITORING AND REVIEW

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe history lessons across the school.

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