



# SHANKLEA PRIMARY SCHOOL

## History Policy

Policy Control Details			
Date policy approved:	September 2017		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2019		
Responsibility for review:	Curriculum Committee		

# Shanklea Primary School History Policy

## Aim and Objectives

The learning and teaching of history at Shanklea Primary School aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

- To encourage an interest and enthusiasm in the past;
- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;
- To encourage children to recognise and interpret points of view.

## Teaching and Learning Styles:

The expectation is that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Shanklea Primary School we utilise many learning and teaching styles. History will be taught mainly through themed based lessons in line with our creative connected curriculum.

As far as possible, history should be biased towards practical lessons, with artefacts and drama playing a key part. Trips and visitors should also greatly enhance the History curriculum.

## History curriculum planning:

Due to the cross curricular creative curriculum we have, History will be planned within a topic. Planning takes place in a year group and all the History objectives are taken from the new curriculum.

## Assessment and recording:

Formative assessment is the basis for assessment in History.

## Resources:

Resources are held in classrooms, the library and shared resources website.

**Inclusion and Differentiation: (also see SEN policy):**

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their IEPs.

**Monitoring and review:**

The History subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in history. The History subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The History subject leader must make full use of non-contact time to undertake monitoring of history across the whole school.