



History Policy Statement

The purpose of history teaching at Corvedale Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children that events in the past are connected to related events at the time and have a legacy, often lasting until today. 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 multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

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, develop the skills of enquiry, analysis, interpretation and problem-solving.

Such studies should help the children to understand more about themselves as individuals and members of society.

Aims

- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- Enable children to know about significant events in British history and to appreciate how things have changed over time
- Develop a sense of chronology
- Understand how Britain is part of a wider European culture and to study some aspects of European history
- Have knowledge and understanding of historical development in the wider world;
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage
- Develop the skills of enquiry, investigation, analysis, evaluation and presentation

Teaching and Learning

We use the National Curriculum 2014 History and the EYFS curriculum as the basis for our history planning. History is taught throughout the school using a rolling planning cycle. Each cohort covers two or three history topics at some time during the year. Topics alternate and link with geography to ensure all areas of the curriculum are covered in depth.

History skills are be linked into geography topics when appropriate. History teaching focuses on enabling children to think as historians. We place an emphasis on ensuring children develop their skills as historians.

We endeavour to give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school to deliver workshops or share expertise of a particular

area of history. We value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. Teachers use stories as a way of making cross-curricular links with English teaching. We help children understand that historical events can be interpreted in different ways and encourage them to ask searching questions.

Accessing the History Curriculum

In all classes there are children of widely different abilities in History, and all children must be given opportunities to show their knowledge and skills. We aim to provide suitable History learning opportunities for all children by matching the challenge of the activity to the needs of the child.

We achieve this by:

- Setting common tasks
- Setting tasks with extensions and challenges
- Providing resources to scaffold and support learning
- Teaching assistants supporting children either individually or in groups to scaffold their knowledge and development of skills

Resources

For children to become fluent in the material for each History topic, Knowledge Organisers are used to capture key information, date lines, quotes and terminology for that topic.

We have adequate history resources in our school with support from the internet (e.g. Google Earth, Historical association subscription) and use project packs from the Shropshire School's Library Service, to be able to teach all the History topics. In the library we have a small supply of History topic books.

Assessment and Recording

We assess children's learning in history by using formative assessment throughout each lesson to make informal judgements. On completion of a piece of work, teachers assess the activity and give feedback as necessary. At the end of a history topic, the teacher makes a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year.

Autumn 2020

Review 2022 or in the light of new legislation.

Signed *J M Brough*

Headteacher

Signed *J Edwards*

on behalf of the Governing Body