



History Policy

Philosophy

We believe that the purpose of teaching History is to stimulate children's interest and understanding about the life of people who lived in the past. We teach children 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. We teach children to understand how events in the past have influenced our lives today; to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources as well as encouraging empathy with people who lived in the past. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. We recognise the fact that in all classes there are children of widely-different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the child.

History curriculum planning

In FS2 we plan History using the Statutory Foundation Stage guidance. When planning History for KS1 and KS2 pupils we use the school's outline of the skills to be taught in History, ensuring a progression as pupils move up the school. Topics are chosen to match the interests of the children and are linked closely to other curriculum areas, including Literacy, Geography, ICT, Art, DT, Music and PE.

Assessment and recording

We assess children's progress in History by making informal judgements of children's achievement of the History skills taught as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher assesses whether each pupil has achieved, not achieved or exceeded expectations in the skills progression. We use this as a basis for planning further topics through the academic year and when assessing the progress of the child at the end of the year.

Resources

Resources to support the teaching of History are stored centrally. The library contains a good supply of topic books. Additional books and artefacts are available to order from Wiltshire Learning Resources.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History Subject Leader. The History Subject Leader also supports colleagues in the teaching of History, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.