



Snettisham Primary School

HISTORY POLICY

This policy outlines our whole school approach to the teaching of History in conjunction with the programmes of study for Key Stage 1&2 in the National Curriculum 2014.

Aims and Objectives:

- To implement the requirements of the National Curriculum 2014 for Key Stage 1&2;
- To provide a variety of activities that will stimulate an interest and understanding of events and life in the past;
- To develop a secure sense of chronology;
- To develop an understanding of British, local and world history;
- To help pupils to appreciate how life and the world in which they live, has changed over time; noting connections, contrasts and trends;
- To develop appropriate vocabulary and use of historical terms;
- To develop in children the skills of enquiry, investigation, evaluation and presentation;
- To address and devise historically valid questions about change, cause, similarity and difference, and significance;
- To help children to understand how the past has been represented and interpreted in different ways and to give reasons for this;
- To develop a variety of skills that will enable pupils to extract and combine information from a range of sources;
- To encourage the use of ICT and the school library when developing research skills;
- To develop children's ability to communicate their historical knowledge and understanding in a variety of ways.

Implementation

History is taught as part of the four year topic cycle, through a thematic approach (see appendix 1: The Four Year Topic Cycle).

English and other relevant curriculum areas, such as maths, art, music and technology are used to explore the subject. The coverage is roughly equal to 45 hours per year.

Clearly stated objectives and carefully constructed plans enable the pupils to achieve the aims and objectives outlined. Objectives are taken from 'Weaving the Curriculum' document (Focus Education) and ensure coverage and progression of skills and knowledge throughout Key Stage 2. Objectives take the form of 'I can' statements.

Special events such as 'Living History' days, visitors, themed days (or weeks), fieldwork and visits to sites of historical interest are organised at

appropriate times in order to develop further the pupils' knowledge and understanding and enjoyment of the subject.
Parents are given detailed topic webs outlining the areas of study for the term to encourage learning at home.

Planning

Whole staff planning prior to the start of the topic ensures progression and coverage of the required knowledge and skills throughout the school. As part of the planning process, staff work together to draw up expected outcomes for each year group, based on emerging, expected and exceeding statements. Coverage is checked against the objectives in 'Weaving the Curriculum' (Focus on Education). Every effort is made to ensure that each child is working at an appropriate level for their age and ability.

Monitoring

Subject leaders have scheduled release time to monitor the learning and teaching of their subjects. Following any monitoring a written report is given to the Headteacher, which is shared with governors. Monitoring can take many forms but will include activities such as pupil interviews, book scrutinies, learning walks, peer teaching, tracking 'planning to practice' and records of coverage and progress.

Assessment

Assessment of the children's work is continuous. At the end of the topic, class teachers assess the children's progress against the 'emerging', 'expected' and 'exceeded' statements drawn up at the beginning of the topic. Progress is recorded on a Foundation subject assessment grid. The co-ordinator receives copies of these for inclusion in the subject folder. Copies are also passed to the Headteacher and the receiving class teacher in the next academic year.

All policies should be cross referenced with the SEND, Inclusion and Equality Policies which are available on the school website: www.snettisham-primary.co.uk

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