



History Policy

At Stoke, we want to develop children who are interested in the world around them and it's past. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage. We value History in its own right and for its cross-curricular links.

Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts

Planning

We are currently developing our History planning throughout the school. This will involve all History topics being shown through Topic Maps and Knowledge Organisers, to ensure progression and coverage.

- History is taught in Foundation as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five.
- In Key Stage 1 and Key Stage 2 our teaching is based on the National Curriculum Programmes of Study 2014.
- See attached table for areas studied by each year group.
- Curricular links to other areas are recognised and developed.

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy, to which reference should be made.

- A variety of learning styles is used.
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work.
- Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.

Resources

We have a range of text/information books along with interactive boards and iPads to access the internet as a class. Visits are planned to enhance learning and give hands on experience, for example a trip to the Poppy Line to learn about Seasides in the Past. We have also taken part in pupil re-enactment days.

People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Equal Opportunities – Learning Together

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study provides the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how to recognize 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 start to develop tolerance and respect for others.

Assessment, recording and reporting

There is an agreed whole school policy to which reference should be made, and which recognises the importance of History in school.

- Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.
- Parents are informed through the annual report. This shows whether children are working towards/working at/working above the Stoke age related expectations.

Review

This policy will be reviewed by the Subject leader as part of the general curriculum review programme listed in the School Development and Improvement Plan.