



Barmby Moor and Garton on the Wolds CE Primary School



Our School Vision is to work as a community within the school's Christian ethos. We promote world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

History Policy

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. At Barmby Moor and Garton School we aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. As children progress through the school, we provide them with a chronological understanding of the past.

The aims of history:

At Barmby Moor and Garton Primary School our intention is to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.

Teaching and learning style

It is our intension to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings, artefacts and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through english. We focus on helping the children to ask searching questions about the information they are given in order to understand the past. We understand

that children learn in a variety of different ways therefore the teachers employ a range of teaching strategies, which are appropriate to history. These include –

Accelerated learning – addressing visual, auditory and kinaesthetic learning styles.

Providing open ended tasks.

Providing resources of differing complexity depending on the ability of the pupils.

Using teaching assistants to engage and support individual or groups of pupils.

History curriculum planning

We use the National Curriculum for history (2014) as the basis for our curriculum planning.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the history topics studied in each term for each key stage. We combine the history study with work in other subject areas. Our medium-term plans follow the national scheme of work and give details of each unit of work for each term on a two-year rotation cycle. Medium term plans inform our short term planning, which include clear learning objectives for each session. We provide differentiated expectations to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasingly challenged. The schemes of work provide an overview of the expectation within that unit of different abilities as well as a list of key skills and vocabulary to address.

Educational visits are used within units of work wherever possible to enhance pupils learning opportunities.

Early Years Foundation Stage

History in the foundation stage is taught within ‘Understanding The World’. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children work towards achieving the following Early Learning Goals:

- To talk about past and present events in their own lives and in the lives of family members.

The contribution of history to teaching in other curriculum areas

In both key stages history is designed to contribute significantly to cross curricular teaching.

English – History actively promotes the skills of reading, writing, speaking and listening.

Computing – Children use IT in history to enhance their skills in data handling, presenting work and researching information using the internet.

Drama – Children use their knowledge and empathy to take on the roles of people from the past and share their experiences.

Art – Children use their knowledge of periods they have studied to complete art units eg.. The Great Fire of London, Egyptian printing. History also enhances other areas such as Science, Design and Technology and Geography through the positioning of the unit in the focus link.

Teaching history to all children

It is the responsibility of all teachers to ensure all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers plan suitable learning opportunities and respond to each child's differing needs.

Assessment and recording

Assessment is carried out in line with the schools assessment policy and is linked to the relevant skills and assessed against the expected targets which include:

- Constructing and organising historical response
- Asking valid historical questions
- Demonstration of chronological understanding
- Use of historical vocabulary.

Resources

We regularly review resources in our school to be able to teach all the history units in our scheme of work. In our school library we have a good supply of history topic books and teachers also access the library project loan service. There is a range of educational software to support the children's individual research in the classes and teachers are aware of recommended websites.

Monitoring and review

The history subject leader is responsible for –

Monitoring the standard of the children's work and the quality of teaching in history.

Ensuring progression and continuity across the key stages.

Supporting colleagues in implementing short term planning and providing support within each unit of work.

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