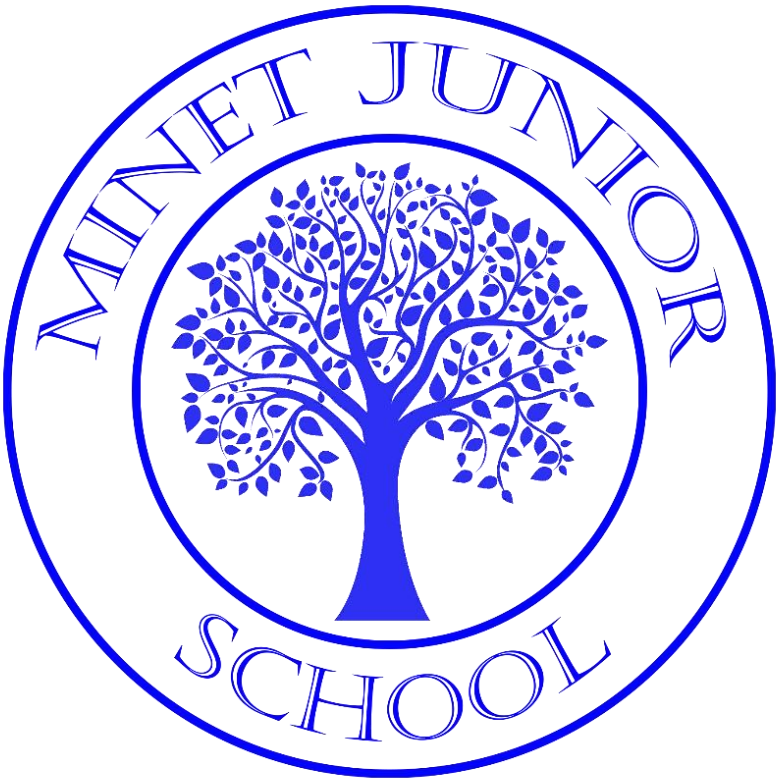
History Policy



Completed by D Molloy
2023-2024

Intent

At Minet junior school we aim to develop all children and young people's understanding of their place in the world. We teach children a sense of chronology in order to develop a sense of identity and cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. By promoting curiosity and fascination, we want them to have no limits on what their ambitions are and grow up wanting to be museum creators, archaeologists, research analysts and more. Our History curriculum will equip the children to ask perceptive questions, think critically and develop perspective and judgement. We believe that by allowing our children to understand the importance and enjoyment of history through different opportunities, they will become active learners with a passion for history.

Implementation

We take an enquiry-based approach to teaching History whereby each topic is framed upon a key question that guides the teaching. Across the whole school curriculum, children study the key historical concepts of chronology; significance; change and continuity; cause/consequence and interpretation. These are taught within the historical contexts outlined within the National Curriculum. Our literacy lessons are linked to the topics as much as possible and enrichment activities are planned in order to help immerse the children in the topic helping to make the learning more memorable. There are selected substantive concepts (outlined in the curriculum map) that reoccur in topics across the key stages, which enable children to gain a good understanding of chronology and make links between different periods of history. These links are outlined in each topic overview to ensure teachers understand the children's prior learning and use timelines to help support their chronological understanding. Assessments are carried out at the end of each topic which address children's understanding of the enquiry question. Children within KS2 also complete 'what they know' about the topic which assesses their prior learning and retention and focusses upon factual and chronological knowledge. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding. There is a progression document to support with planning and differentiation between the year groups.

Impact

Our History curriculum is a rigorous approach to teaching the subject. Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose and focus to each topic; each lesson planned carefully to address our overall question. Our rigorous curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Children will be enthused by their History topics,

through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment. Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.

S.M.S.C.

At Minet Junior Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Provision

Key stage 2: For children in Key Stage 2, History is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. Children:

● learn about change and continuity in their own area, in Britain and in other parts of the world

● look at history in a variety of ways e.g. from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives

● use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments

● learn that the past can be represented and interpreted in different ways
Roles and responsibilities:

Inclusion

At Minet Junior School all children have access to History lessons and activities regardless of age, sex or ability. History forms part of the school curriculum to provide a broad and balanced education to all children. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities and/or additional needs to have full participation.

Gifted and Talented

Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Provision for gifted and talented pupils is made through differentiation. Children who show considerable ability are challenged to develop their own questions to extend their research.

Health and Safety

Precautions will be taken to ensure the safety of all children during aspects of Historical study. Particular care will be taken when the children are engaged in outdoor activities where potentially dangerous incidents could arise. Visits to places of interest are well planned, with the adult/child ratio and education visits policy strictly adhered to. For all trips, teachers will conduct a pre-visit inspection and a risk assessment is undertaken well in advance of the trip.

Assessment

We assess children's work in History by making informal judgements as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary – in line with our Marking and Feedback Policy. At the end of a topic or unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the objectives. We use this as a basis for assessing the progress of the child at the end of the year and this data is collated on Target Tracker.

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 work of the History subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader submits an action plan annually to the head teacher, in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.