

# TWEEDDALE PRIMARY SCHOOL

## POLICY FOR

### HISTORY

## Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **10/03/21** .

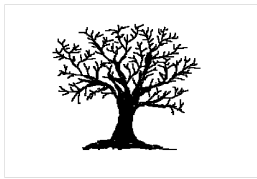
The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....  
Headteacher

Date.....

Signed.....  
Chair of Governors

Date.....



## TWEEDDALE PRIMARY SCHOOL

### **History Policy**

#### **Introduction**

The purpose of this document is to provide guidelines to support the teaching and learning of History at Tweeddale Primary School.

History is part of every aspect of our lives and cultures. It is present in every part of the curriculum. The study of history uses enquiry as a way of developing skills in gathering, analysing and interpreting evidence.

We need to recognise that children come to school with their own ideas about the past, e.g. their own family history. They may have some appreciation of history in their environment and places they have visited.

#### **Aims of History**

In conjunction with the New Primary Curriculum, the aim of History at Tweeddale is to encourage children's curiosity and interest in the past and to gain an appreciation of human achievements and aspirations. It also ensures children:

- know and understand the history of our islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **Objectives**

Through the teaching of a good quality History Curriculum children are given the opportunity to develop:

- their curiosity to know more about the past
- their ability to ask perceptive questions
- their ability to think critically
- their ability to weigh up evidence

Children will also begin to understand:

- the complexity of people's lives
- the process of change
- the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

## **Teaching and Learning**

The New Primary Curriculum ensures that the above areas will be covered and developed throughout the school. From this, plans have been written and modified based on the topics allocated to specific year groups, enabling active learning to take place.

## **Foundation Stage**

In the Foundation stage, history is covered in the area of learning called 'Understanding the World'. Children are provided with opportunities to talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. This is covered over two years through topic work inspired by children's interests and adult led activities.

## **Planning**

Year groups are expected to plan creatively and encompass allocated Historical areas into their Medium Term Topic Planning. From this, short term plans will be written and modified based on the topics chosen by the year groups, enabling active learning to take place.

Weekly plans will:

- link teaching activities to the learning they are intended to promote;
- clearly identify points of differentiation including SEN and EAL children;

- identify what children are expected to learn within a topic and indicate how this might be assessed;
- show the resources to be used;
- encompass a variety of teaching methods and learning styles to meet the needs of individual pupils.

### **Cross Curricular Links**

Wherever appropriate the links between history and other subjects have been included in medium or short term planning. History provides good opportunities for cross-curricular links particularly with ICT, English, Art, PHSE and Geography.

### **Assessment and Record Keeping**

Assessment is an integral part of the teaching and learning process. It should provide individual children with opportunities to show what they know, understand and can do.

Teachers assess continually during the course of their normal classroom activities, through questioning, observing and reviewing pupils' work.

Where appropriate, formative assessment will be carried out by the class teacher on a weekly basis to inform future planning. Teachers will annotate their weekly plans, highlighting areas of concern or recording achievements.

### **Resources**

History teaching and learning will bring children into contact with a variety of resources e.g. photographs, maps, stories, people, artefacts, and the internet.

Children will first and foremost use their own experiences and that of their immediate family and ethnic origins to understand the past.

History resources are kept in the resource cupboard, **next to the music room**. Individual teachers are responsible for returning borrowed resources to the allocated boxes. The coordinator is responsible for replacing and ordering resources. All staff are encouraged to request or suggest resource items from the coordinator which they feel would be useful for a history topic.

The local area is a valuable resource. Whenever possible and appropriate, educational visits should be included in a history topic, making use of locations accessible to the school. These are to be arranged by individual year groups with the assistance and guidance of the coordinator. Also, if applicable, outside speakers will be invited into school to talk to the children on various topics.

### **Equal Opportunities and SEND**

History activities are planned to reflect the differing abilities of pupils. We feel that first hand experiences are an entitlement for all children and all children are included, wherever possible.

In our planning we take into account the difference in the learning experiences and abilities of our children. Activities within the topic are selected so that children can progress, and are differentiated appropriately.

- We also feel it is important to include values and attitudes when planning.

- We reject racist and sexist views.
- We encourage positive attitudes to disability through the use of positive images and challenging stereotypes.
- We encourage responsibility to the community and the environment.
- We encourage pupils to express their views about places and to listen to the views of others.

### **Race Equality**

We will promote race equality through promoting positive images, by challenging stereotypical images and by promoting an interest in, and understanding of the development of different cultures and attitudes in the past.

### **Monitoring and Evaluation**

Evaluation is an essential part of curriculum development, particularly in history where the nature of the subject demands a continuing critical interpretation of events in the past. We discuss and examine the effectiveness of our planning, the usefulness of the teaching materials and the impact of our teaching styles and strategies through staff meetings, school inset and informal discussions.

Evaluation of the history curriculum is achieved by the coordinator monitoring planning and evaluation sheets completed by year groups.

In addition the coordinator undertakes a work and book scan on a termly basis.

This policy to be read in conjunction with:

1. Early Years and Foundation Stage Policy
2. English Policy
3. Art Policy
4. PSHE Policy
5. Geography Policy
6. Behaviour Policy
7. School Prospectus
8. School website
9. Marking Policy
10. Computing and ICT Policy



