



## **History Policy**

The aim of History teaching at Pleasant Street Primary School is to stimulate the children's interest and understanding about the life of people. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain.

By considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

### **Aims**

- Understand the history of Britain, and how the changes over time have shaped our lives today.
- Develop a knowledge of chronology to organise understanding of the past.
- Know and understand some historical changes to the wider world, including ancient civilisations.
- Understand and use a range of history specific vocabulary.
- Develop enquiry skills in order to interpret historical sources and draw conclusions.

### **Expectations**

By the time children leave our school we expect them to have a developed understanding of chronology in order to understand local, British and world history. They should have a knowledge and understanding of both significant events and individuals. Children should be able to recognise trends in changes over time, as well as connections and contrasts between events and time periods. They should understand that the past is constructed from a range of sources and be able to make use of them effectively in order to draw conclusions.

### **Curriculum, teaching and learning**

Children will be taught in their normal class group for history and all classrooms should have a washing line dedicated to their current topic for both adults and children to refer to. Reading areas in each class should also display a range of different texts related to the topic for further research. There is also to be a resource table for artefacts, props and prompts linked to each topic to be displayed for the duration of teaching. These should be set up the week before teaching begins to allow pre-teaching activities to take place.



### **Assessment, recording and reporting**

Children are assessed against the national curriculum targets relevant to the given topic. These are provided with planning and are then put into children's workbooks. These are assessed continuously and are marked on a RAG basis and dated. At the end of the topic there is a final piece is used to inform a final judgement which is then reported to the history lead. Analysis of assessment data is used to set targets and alter teaching in order to address particular identified target groups.

### **Staff development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. When receiving planning, all teachers meet with the curriculum lead to ensure they are clear on learning outcomes and any potential need for further CPD can be discussed. Training needs are also identified as a result of whole school monitoring and evaluation.

### **Resources**

Resources specific to each topic are provided the week before teaching begins along with information cards. These are to be displayed in the classroom and used to enrich teaching. Any other resources that teachers feel could be helpful in teaching the subject should be added to the topic evaluation which can then be sourced

### **Monitoring and evaluation**

History is monitored through book looks, walk arounds, pupil interviews and teacher evaluations.