



# Marsh Green Primary School

## History Policy

### Aims

In Marsh Green Primary School, History teaching aims to encourage pupils to:

- Develop an interest in the past, understand human achievements and learn about major issues and events in local, British and world history.
- Develop knowledge of chronology, together with an understanding of the similarities and differences between historical periods and that change and progress are not necessarily the same.
- Understand that people's actions are influenced by their attitudes and values and that these change over time.
- Appreciate and explain causes of historical events.
- Understand the nature of evidence by emphasising history as a process of enquiry, developing a range of historical skills and reinforcing that historical explanation is provisional, debatable and open to different interpretation.
- Develop their knowledge and understanding of other countries and cultures.
- Develop an understanding of roles and relationships within different social and economic groups.
- Develop key skills for learning across the curriculum.

### Breadth Of Study for History

In both key stages 1 and 2 pupils should study five strands:

Strand A - Chronological understanding

Strand B - Knowledge and understanding of events, people and changes in the past

Strand C - Historical interpretation

Strand D - Historical Enquiry

Strand E - Organisation and Communication

History provision in the Foundation Stage is linked to areas of learning within the EYFS curriculum. A whole school curriculum map shows coverage of topics and themes. Skills learnt in English, Maths and ICT are consolidated through the History curriculum.

## Teaching and Learning

- It is the aim of Marsh Green Primary School to ensure that opportunities for active learning are exploited. Our school community experiences cultural diversity and it is vital that children have the opportunity to understand that history is the means by which we begin to understand the movement of people around the world for a variety of reasons.
- Every effort is made to ensure that work is differentiated appropriately to meet the needs of all pupils.
- Planning should highlight extension activities for able, gifted and talented children, specific English as an Additional Language needs and tasks and activities which will engage the interest of pupils with special learning needs, whilst offering them opportunities to succeed.
- The whole school curriculum map is a developing document which aims to make meaningful links between different areas of the curriculum and therefore enhance understanding by making the learning of history relevant.

## The History curriculum should aim to promote:

- The use of a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning and debate.
- Planned opportunities for partner talk.
- Drama and role play.
- Exploring opportunities outlined in the Literacy Strategy to study a range of texts and historical documents and plan, draft and produce coherent independent writing.
- Visits and field trips.
- An understanding of the legacy of the past e.g. every day use of words with Greek and Latin origins

## Special Educational Needs; Inclusion and Equal Opportunities:

At Marsh Green Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In History the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs

C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At Marsh Green Primary School, teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

Teachers will take specific action to respond to pupils' diverse needs by:

- A. creating effective learning environments
- B. securing their motivation and concentration
- C. providing equality of opportunity through teaching approaches
- D. using appropriate assessment approaches
- E. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

### **Use of ICT**

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in History.

### **Time Allocation**

The time allocated to the teaching of History reflects its status as a foundation subject. Time allocation will be balanced throughout the year to ensure coverage.

### **Assessment, Recording and Reporting**

Assessment and Recording begins in Young Explorers and continues throughout the school. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History is sent to parents. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) To enable pupils to reflect upon and celebrate achievement;
- 2) To help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) To communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to pupils' ability.