



**Crawford Village**  
Primary School & Nursery

*Small enough to care...big enough to inspire*

## *History Policy*

## History Vision Statement

At Crawford Village, our vision is that the teaching of history gives pupils an understanding of the past through learning about human achievements and experiences. We aim to give our children a history curriculum which enables them to become confident, creative and independent learners. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. We believe that within history lessons, our children acquire a range of knowledge and skills, which they can then apply to other subjects and in a variety of situations.

### **Our aims in history are:**

- To help children understand the present in the context of the past
- To arouse interest in the past and encourage questioning, speculation and enquiry
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- To foster an understanding of various cultural backgrounds
- To contribute to children's knowledge of how societies and people have developed over time
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play
- To enrich and support other areas of the curriculum
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.

### **Approaches to learning**

In history, pupils will:

- work creatively through either discrete or thematic based units to encourage breadth of study
- study everyday life and culture of people in the past and make comparisons with their own lives and experiences
- have the opportunity to compare their lives to those of individuals or groups in the past
- compare a range of historical events to gain knowledge of change and evolution
- develop an understanding of chronology
- recognise that some things change and others remain the same
- learn that historical events often have more than one cause and consequence
- be introduced to ideas about using evidence
- be encouraged to pose and investigate their own questions about the past

The teaching of history begins in reception class - relating history to the objectives set out in the EYFS Curriculum. We aim to develop children's knowledge and understanding of the world, explaining what we want pupils to know, understand and be able to do through the history they are learning about.

Key features of approaches used in the teaching and learning of history:

1. Use of questions to direct pupils' thinking / enquiry about the past and often extended to challenge those pupils who are more able.
2. Use of a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts. In addition, artefact boxes may be borrowed from the library loans service.
3. Work in a variety of contexts - individually, in groups, as a whole class

4. Asking pupils to present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps, thus varying the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
5. Differentiation ensures that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs.

In our curriculum, history is taught:

- Through child initiated learning with children being asked what they would like to learn about at the beginning of a topic
- Where possible, within an integrated / topic approach linking it with all other areas of the curriculum.
- To complement and improve pupils' skills in literacy, numeracy and ICT
- To develop pupils' thinking skills moral issues, thus develop pupils as active citizens.
- To promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

### **Equal opportunities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and provided with Equal Opportunities in accordance with our Single Equality Policy.

### **Health and Safety**

Health and safety regulations in class-based lessons apply as for any other subjects. For educational visits, appropriately qualified staff will supervise all activities.

### **To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Report annually to parents on how well the pupil has achieved.

### **To monitor and evaluate history the co-ordinator:**

- Supports teachers via co-planning, team teaching, observing / giving feedback, preparation of INSET, review and purchases resources
- Monitors teachers' medium term planning ensuring key skills outlined in the KLIPs document are being covered thoroughly and with purpose.
- Takes responsibility for securing high standards of teaching and learning in history and evaluates their effectiveness.
- Ensures that practices improve the quality of history education throughout the school and raises standards of achievement in line with whole-school targets.
- Works co-operatively with the SENDCo.
- Discusses regularly with other staff and relevant governor, the progress with implementing this policy in the school

### **The role of the Governing body**

Governors are responsible for ensuring the effective delivery of the National Curriculum. The subject leader will ensure that the Governing body is kept up to date with the actions and initiatives which

are relevant to their subject. This update will include details of their subject review, action plans, feedback, pupil and staff questionnaires and policy review and will take the form of a report to Governors once a year.

*Policy reviewed: 11/05/17, October 2019*

*Next review: October 2021*