



History Policy

Head Teacher	Mrs E Rowntree
Chair of Governors	Mrs D Howarth
Written by	Miss S Bailey
Adopted by Governors	

Details:

Review Frequency: Annually

Date of last review: January 2021

Date of next review: July 2021

Seascape Primary - History

1. INTRODUCTION

The History Policy covers the teaching of History from Key Stage 1 through to Upper Key Stage 2 at Seascape Primary School.

Seascape Primary school will publish this policy on its official website.

2. STATUTORY REQUIREMENTS

The National Curriculum states:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these 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

3. TEACHING OF HISTORY

We aim to develop pupils' abilities through specifically developing children's knowledge and understanding in both the classroom and also through field visits and extra-curricular activities, to widen their experiences.

At Seascope Primary School we strive for children to have a thirst for learning.

Work completed by children in KS1 will be recorded through photographs and also work displayed in the Foundation Subject Floor book. Work completed by children in KS2 will be recorded through photographs and work completed in their individual Foundation Subject books.

4. STRUCTURE

The teaching of History will develop knowledge and understanding in the following ways:

- Key Stage 1 – the main focus of History is the study of key events and significant individuals in History, which will be done by putting events in timeline order, beginning to use sources, learning and naming significant people from the past, and also learning about how things have changed since my parents/grandparents were younger.
- Lower Key Stage 2 – the main focus of History is the study historical events prior to 1066, which will be done by using primary and secondary sources, using the terms BC/AD, and being able to place events confidently into chronological order.
- Upper Key Stage 2 – the main focus of History is the study of historical events after 1066 plus the study of two Ancient Civilisations, which will be done by knowing about how my local area was important historically, analysing bias within sources, making connections and comparisons between different periods of time, and being able to put dates and events in order even when crossing from BC/BCE and AD/CE.

5. MONITORING AND REVIEWING

The History Subject Leader should be responsible for improving the standards of teaching and learning in their subject. The role is:

- To have an impact on raising standards of attainment for their subject across the whole school.
- To ensure the effective implementation of the Statutory National Curriculum for their subject.
- To monitor their subject across the so they are able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To effectively manage any funding designated to their subject.
- To ensure the teaching of their subject is good or better; to coach staff where appropriate in order to raise standards.
- To attend Network Meetings through the Peterlee Partnership as appropriate.

6. PARENTAL LINKS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- providing a half-termly newsletter which gives information on what children are learning.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- explaining to parents how they can support their children.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- ensure that their child is equipped for school for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general.

Miss Sarah Bailey
January 2021