



History Policy

September 2019

Intention

The primary intention of the History curriculum should be to engage and inspire children to want to learn about the past by teaching through a range of interesting topics based on a comprehensible time line so that children can make connections and build on their knowledge as they progress through year groups. The intention is to ensure a broad range of historical topics mapped over 2-year cycles.

Implementation

The curriculum should be implemented using a range of teaching strategies and materials including:

- Using reliable secondary sources such as books and pamphlets
- Reading autobiography and biography
- Interviews with first hand witnesses
- Visits to local places of historical interest
- Visits to museums and galleries
- The observation and handling of artefacts
- Challenging tasks within the classroom
- Links to other subjects such as Science, Music, Art, Maths and English
- Use of film and video
- Podcasts and radio broadcasts
- Primary sources such as maps, diaries and documents

Impact

The expectation is that children's written work in History should be as of the same high standard as work in literacy and other subjects. Evaluations of children's progress in History should be made based on their ability to:

- Write about historical events and personalities from the past
- Make connections between the past and the present
- Analyse events
- Create balanced argument
- Form and express personal opinions
- Articulate their opinions orally
- Debate

Equal Opportunities

When teaching History, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative and open tasks tailored to both written and spoken responses.
- Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.