



History Policy

This policy outlines the guiding principles by which Gaskell Community Primary School will implement History in accordance with statutory requirements.

Our rationale for teaching History:

This policy has been created by staff and Governors to ensure consistency and progression in the school's approach to History. At Gaskell we strive to provide pupils with a knowledge and understanding of Historical events and how they have affected our lives today. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time.

Our teaching aims:

Through the provision of History at Gaskell Community Primary School we aim to provide all pupils with:

- ✚ Positive attitudes and enthusiasm for History.
- ✚ A progressive development in historical understanding, concepts, knowledge and skills.
- ✚ The ability to understand and interpret the past.
- ✚ Knowledge of how people's lives have shaped the nation of Britain and how Britain has influenced and been influenced by the wider world.
- ✚ An understanding of Britain's chronological story from the earliest times to present day.
- ✚ An interest and understanding of significant events in the wider world.
- ✚ Historically grounded understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ✚ An understanding of methods of historical enquiry and how evidence can be biased depending on its origin.

How History is structured through the school

Gaskell's curriculum for History is based on the enquiry based Learning Challenge.

	EYFS	KS1	LKS2	UKS2
Cycle A	Change over time Knowledge of the World	<ul style="list-style-type: none"> • Where do and did the wheels go on the bus? • Why is the Wii more fun than Grandad's old toys? • Would the Beatles have won Gaskell's Got Talent? 	<ul style="list-style-type: none"> • Who first lived in Britain? • Why has Greece always been in the news? • How did the Victorian period help to shape Bolton today? 	<ul style="list-style-type: none"> • Were the Anglo Saxons really smashing? • Why should gunpowder, treason and plot never be forgotten? Or How could Hitler have convinced a nation like Germany to follow him?
Cycle B	Change over time Knowledge of the World	<ul style="list-style-type: none"> • What were the people who lived here 100 years ago like? • Why were Christopher Columbus and Neil Armstrong brave people? 	<ul style="list-style-type: none"> • Why were the Romans so powerful and what did we learn from them? • Why were Norman castles certainly not bouncy? 	<ul style="list-style-type: none"> • Were the Vikings always victorious and vicious? • How can we rediscover the wonder of Ancient Egypt? • Who were the Mayans and what have we learnt from them?

Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 plan coverage on a two year cycle. Teachers plan Big Questions together and ensure there is appropriate differentiation for every child, irrespective of age or ability. This allows them to ensure enhancement and enrichment opportunities are planned and they are able to build shared experiences in for the children such as visitors, drama or visits.

Equal opportunities in History:

History is taught within the guidelines of the school's equal-opportunities policy.

- + We ensure that all our children have the opportunity to gain Historical knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- + Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- + We aim to teach in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- + We value History as a vehicle for the development of language skills, and we encourage our children to talk constructively about their experiences.
- + In our teaching, History is closely linked with literacy, mathematics and computing.
- + We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- + We aim strongly to engage our gifted and talented children, and we aim to challenge and extend them.

Expectations:

Expectations for the end of year groups and key stages are set out in the school curriculum map for History. Children are expected to develop an understanding which covers aspects of; knowledge and understanding; expressing and communicating; gaining and deploying skills.

Assessment:

Learning is focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. We use a number of tools to assess and monitor children's learning.

- Children's work is monitored on a termly basis to ensure breadth and coverage in line with
- Child interviews take place throughout the year to ascertain children's views on the subject.

The children are assessed against 'I can' statements based on the Learning Challenge Curriculum and the National Curriculum Objectives. Teachers make judgements about whether a child is working above, in line or above age related expectations.

Monitoring:

The learning, teaching and achievement in History are monitored using a range of strategies by the subject leader, phase leaders and the Senior Leadership team. Monitoring activities include: work scrutinies, planning scrutinies, lesson observations, pupil interviews and learning walks.

Review:

This policy will be reviewed by the Subject Leader and the Senior Leadership team then presented to Governors before being formally adopted by the school.

Written by: Heidi Smith Date: April 2015

Reviewed by Katie Andrews May 2019