



Childwall Church of England Primary School – History Policy 2017



Purpose and Aims

Purpose: 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 aim of history teaching here at Childwall C.E. Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Provision

In order to achieve the aims outlined previously, history at Childwall C.E. Primary School is organised into topics at both Key Stage 1 and Key Stage 2. We teach history in the Early Years as an integral part of the topic work covered during the year which makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. At Key Stage 1, history topics are integrated with many other curriculum areas, whilst at Key Stage 2 they are based on the breadth of study units for National Curriculum history and so provide opportunities for work of a more single subject nature as well as allowing access to curricula links. However, in both Key Stages, history is identified and valued as a subject in its own right, even when it is taught within an integrated topic. Certain topics at both Key Stages provide opportunities for the development of cross-curricular themes, dimensions and skills. Wherever possible, the programmes of study for history are enriched by looking at the history of the local and regional area and how this relates to British and World History. Detailed curriculum content and progression will be found in the Scheme of Work.

Progression and Assessment

Progression: Progression in history involves developing historical perspective through wider, more detailed and chronologically secure knowledge, sharper methods of enquiry and communication, deeper understanding of more complex issues and of abstract ideas, closer integration of history's key concepts and greater independence in applying all these qualities.

Assessment: We assess children's work in history by making formative judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school. Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning. Assessments may be carried out through observations, discussion and by marking of written work. Weekly records should be kept to show coverage of work and also to help in reporting both verbally and in written form to parents, governors and any other relevant and interested parties.

Monitoring, Evaluation and Improvement

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the Head Teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Evaluation is carried out to enhance and improve the teaching and learning of history within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for history within the school in order that pupils make the greatest possible progress. The history subject leader carries out a detailed evaluation.