



Mill Lane Primary School History Policy September 2015

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1. Introduction

History in Mill Lane School is taught as required, in agreement with the National Curriculum, it is our record of what happened in the past and why. It involves our children studying different societies, cultures and countries around the world.

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking and display.

History skills are taught through a skill based creative curriculum; knowledge and understanding are also taught within the Foundation Stage.

2. Aims

- History should provide a programme of work that is suitably differentiated to meet the needs of all children
- Work set should be varied and challenging and promote historical enquiry
- To develop a sense chronological understanding, relating to major historical periods, events and people
- Pupils should have access to a range of sources of information to aid their development of historical enquiry and to be given the skills to evaluate the value and reliability of these sources.
- To identify different ways in which the past is represented
- To provide work that covers local, national, European and world history topics
- To make use of local museums, sites and speakers wherever possible.

3. Progression, Continuity And Differentiation

- Teachers and children work together in phase groups to ensure continuity and progression of the skills being taught between year groups. .
- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning.
- Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

4. Inclusion

At Mill Lane we are committed to providing effective learning opportunities for all pupils and apply our principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

5. Assessment, Recording and Reporting

- Teachers assess the children's work in history both by making informal judgements as they observe during lessons and by marking children's work in regard to learning objectives set out in the National Curriculum.
- Children work individually, in pairs or as part of a group. Children's work is marked in accordance with the school's marking policy.
- Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally.

6. Role of Governors

- Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

7. Resources

- History resources are stored in the cupboards outside of the staffroom. The resources are organised into topic boxes and are clearly labelled. Resources will be checked, evaluated and updated periodically by the subject leader.
- For any fieldwork or visits that are undertaken a risk assessment should be completed to ensure that safe practice is being followed and that supervision is at an appropriate level.

8. Cross Curricular Links

- History is taught within our creative curriculum and has particularly close links to geography in the location of historical places. Where appropriate, links to other curricular areas will be explored.
- Literacy provides opportunities for historical stories and character studies to be written and report and explanation texts.
- ICT can be incorporated into history through the use of CD ROMs, the use of census databases and use of the Internet as a tool for historical research.

Signed and dated:

Head Teacher

Chair of Governors