

Amble Links First School
History Policy



Date Written: March 2020
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Responsible Governor: Ailsa Dellbridge
Adopted by Governors:
Date for Review:

This policy outlines the teaching, organisation and management of history taught and learnt at Amble Links First School.

Our Aims

Through our teaching of history, we aim to:

- Fire children's curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help children develop a chronological framework for their knowledge of significant events and people
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people think then and now about what happened

Through our teaching of history, we provide opportunities for the children to develop the key skills of:

- Historical Enquiry
- Historical Interpretation
- Knowledge and Understanding of Events, People and Changes in the Past
- Chronological Understanding

The Teaching of History

The History Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme. The subject matter being covered in history reflects the requirements of the National Curriculum.

Topics are used across all Key Stages and Early Years to enable cross-curricular links. These can be seen on the History Curriculum Overview and on each year groups long-term plan.

In teaching history, we:

- Always explain what we want the children to know and understand
- Use a key question to direct the children's thinking and enquiry about the past
- Vary the resources and activities so that all children can be effective in finding out about and trying to explain the past
- Re-cap previous learning to ensure history skills and knowledge is embedded

In learning history, the children will:

- Use a range of sources
- Investigate significant events or people in the past
- Work in a variety of contexts – individually, in groups and as a whole class
- Present their knowledge and understanding in a variety of ways
- As they grow in confidence, begin to pose and investigate their own line of enquiry about the past

Early Years

Children in Reception and Nursery will begin to learn about History through Understanding the World (People and Communities and The World). The children are supported through child-initiated and adult led activities, in developing the knowledge, skills and understanding that helps them to make sense of the world.

Key Stage 1

Children are taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

In Key Stage 2, children are taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

Cross Curricular Links

Our school's topic based approach to delivering the curriculum allows us to make strong links between history and other areas of the curriculum. This creates the opportunity for children to deepen their understanding and apply their skills in a variety of different situations.

Marking, Feedback and Assessment

Children will be assessed using both formative and summative assessments. Through regular monitoring the history coordinator will ensure that:

- Assessment is embedded as an essential part of teaching and learning
- Children's work is marked using our school's marking and feedback policy.
- Feedback is given to children both verbally and in the form of green and pink comments in the children's books.
- The use of 'COW time' gives the children the opportunity to correct their work or develop their understanding further.
- Ongoing assessments are used to inform next steps and future planning. This is highlighted for each piece of work the children complete. 1 – working towards ARE, 2 – working towards ARE, 3 – Exceeding ARE

The Role of the History Subject Leader

The history coordinator will:

- Support colleagues in teaching the subject content and developing the detail within each unit
- Renew, update and complement resources needed to deliver the curriculum, within budget
- Monitor current practice
- Keep abreast of developments in history education and media usage

Monitoring and Review

This policy will also be reviewed every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST