

Cawood CE VA Primary School

Policy for History

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12 June 2013		Signed	A Mudd
Method of Communication			
Website, Server			

Rationale:

History chronicles, records, investigates and attempts to explain the past. The past helps us to understand the present. Skills developed through the study of History are applicable to everyday life.

Aims:

1. To deliver the National Curriculum Programmes of Study and Early Years Foundation Stage Framework.
2. To cultivate a curiosity and understanding about the past and encourage questioning, speculation and enquiry.
3. To provide opportunities for children to investigate historical topics and to communicate their findings in a variety of ways.
4. To develop chronological understanding of periods of time.
5. To develop the ability to collect information in order to question and interpret historical evidence.
6. To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
7. To help pupils gain an understanding and appreciation of other races, cultures and beliefs.

Guidelines:

1. When planning History, teachers refer to the school's long term plan, the National Curriculum and Early Years Foundation Stage framework.
2. Children's understanding of the sequence of historical events and periods is developed and extended through history as a specific subject and cross – curricular.
3. Teachers use a wide range of teaching styles to support and enrich learning outcomes for all pupils. Children have opportunities to work independently and collaboratively.
4. Children are encouraged to communicate what they know in a variety of ways, to develop their historical vocabulary, to be able to report critically and participate constructively in discussion.
5. We develop historical skills through the careful analysis and interpretation of evidence, based on the key questions 'how do we know, what happened and why?' We make links with how it affects us today.
6. We provide stimulating opportunities to learn from a wide range of sources – including displays, artefacts, books, videos, pictures, drama, role play and IT resources. We visit sites of historical interest, museums and use visitors who provide specific information or give first-hand accounts. We greatly value and use the historical resources in our immediate environment.
7. All children are given equal access and opportunities in History.

8. Assessment and recording of children's work follow the school's policy.
9. The subject leader is available to support teachers during planning, delivery and assessment.