

# History Policy

## Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at The Esk Valley Schools.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinators Mrs M Matthews and Mrs Pam Sellars

## We teach history to:

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

## Through history we can also:

Improve pupils' skills in literacy, numeracy, ICT & Geography

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

## In learning history pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / DVD extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past

## When teaching history we:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Provide opportunities to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the levels of attainment statements. To ensure that these are accurate we have developed a portfolio of annotated pupils' work and teachers' descriptions and analysis of pupils' performance.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

### **In our curriculum history is taught:**

Following the EVA long term planning and coverage.

Each school to add further detail if wished eg:

As a discrete subject.

Within an integrated / topic approach linking it with...

In other areas such as...

### **To teach history we have a range of resources:**

Texts, artefacts, DVDs, sites, photographs, portraits, primary sources, ICT and artefact boxes from local museum people.

### **Current issues / initiatives re: history:**

Literacy / thinking skills / meeting pupils' preferred learning styles

### **To monitor and evaluate history the co-ordinator will follow the EVA School Development Plan this may include:**

- Supporting teachers via co-planning, team teaching, observing / giving feedback
- Monitoring teachers' medium term planning
- Moderation to develop the assessment portfolio
- Review of resource provision
- Work co-operatively with the SENCo
- Discuss regularly with the headteacher and (if applicable) the history governor, the progress with implementing this policy in the school