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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

History Policy

Together we believe, learn and achieve

Marlborough St Mary's CE Primary School

History Policy

Philosophy

At Marlborough St. Mary's we believe it is important for children to understand their place in the world and to have an awareness of their past in order to shape their visions of the future. A cross curricular approach to history inspires and enthuses children's imagination and allows them to examine evidence and to think for themselves.

Principles of Teaching and Learning

The fundamental skills, knowledge and understanding have the following key elements:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

Our aims are:

- To promote curiosity about the past in Britain and the wider world.
- To consider how the past influences the present, what past societies were like and the politics involved.
- To consider how beliefs and cultures influenced people's actions.
- To develop children's knowledge of significant events and people.
- To introduce pupils to historical enquiry through studying evidence, asking questions and problem-solving.
- To enrich and support other areas of the curriculum.

Strategies for Teaching and Learning

History is taught using a topic based approach in termly blocks. By careful planning of a range of different topics, we ensure that the children's skills and knowledge are developed, consolidated and extended during both Key Stages. Cross curricular links are made in order to reinforce and extend work in other subject areas.

We use a variety of teaching and learning styles in our history lessons. Our main aim is to develop the children's knowledge, skills and understanding of historical topics and we organise our history lessons in ways that offer children opportunities to learn in different ways. These include:

- Whole class teaching.
- Group, paired or independent work
- Use of ICT resources.
- Studying artefacts.
- Research and explorative work.
- Providing as many cross-curricular links as possible.
- Drama and role play.
- Educational visits (both in the immediate locality and further afield).

Strategies for ensuring Coverage and Progression

History is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able. Each year group is allocated specific topic areas within the subject, which ensures breadth of learning during the course of both Key Stages.

Assessment

Assessment opportunities will be used to assess pupil's knowledge and understanding. The progression of skills document will be used by teachers to plan future content ensuring continuity.

Roles and Responsibilities

- To monitor the teaching and learning in history throughout the school.
- To support colleagues where appropriate, through support and encouragement.
- To monitor progress in history.
- To review the provision of resources.
- To keep up to date with developments in history education and disseminate information to colleagues where appropriate.

The class teacher will be responsible for the teaching of History as set out in this policy.