



PEASEDOWN ST JOHN PRIMARY SCHOOL (Achieving Excellence for Ourselves and Others)

HISTORY POLICY

Rationale

Our school commits itself to creating excellence in curriculum provision. As part of this we believe in providing children with a breadth of experience to support the development of the whole child. History gives us an understanding of where we have come from, which enables us to learn from the past and to model the future. Furthermore, it gives us a view of other cultures and their development through time. History is a valuable resource through which children can develop and put into practice skills learnt in other curriculum areas.

Purpose

- To develop children's sense of identity through learning about the development of Britain, Europe and the world together with an understanding of their cultural roots and shared inheritances.
- To introduce children to what is involved in understanding and interpreting the past.
- To arouse interest and develop knowledge and understanding of past events and people.
- To develop understanding as to why people have acted in the way they have and why past events have taken place.
- To help children understand and interpret evidence, to detect bias and to assess relevance and reliability.
- To develop an understanding of right and the ability to handle moral dilemmas in a responsible way.
- To develop respect for and tolerance of other people and cultures.

Guidelines

- To use the Foundation Stage Curriculum, Curriculum 2000 framework, School Curriculum Maps and QCA scheme of work as a programme. This develops the interrelated skills of using a range of sources to interpret evidence, detect bias, assess relevance and reliability and draw conclusions; placing events in chronological order and describing the contribution made by people events and developments.
- Through differentiation our school gives all pupils equal opportunity of access within this subject. (See Equal Opportunities Policy, Able Pupil's Policy and SEN Policy)
- Children will work, share and gain confidence together in an atmosphere of enjoyment and understanding.
- Where possible learning will occur through practical, 'hands on' activities and include, where appropriate, educational visits.
- A variety of teaching strategies may be adopted including whole class, group or individual learning. (See Teaching and Learning Policy)
- Children will be given opportunities, where appropriate, to develop and apply I.C.T. capability to their study of History. (See I.C.T. Policy.)
- Children will be given opportunities where appropriate, to develop in English and other curriculum areas, for example using discussion, drama and role play to improve speaking and listening skills.

- Pupils of particular ability will be catered for with opportunities within and outside school (See Pupils with Abilities Policy).
- By consistent use of the QCA schemes of work, progression is ensured throughout the school by encouraging children to: ask and answer more complex questions, understand more abstract concepts, use a greater depth and range of historical knowledge to back up judgements, use of vocabulary related to the passage of time.
- Assessment and evaluation will be undertaken on a number of levels. Learning outcomes in each unit show how children can demonstrate what they have learnt in each unit. Teachers evaluate each lesson taught and pass these on to subject co-ordinators for whole school subject monitoring. Work Scrutinies, Learning Walks and Lesson Observations are also used to monitor the subject as detailed in Curriculum Action Plans. (See Planning Guidelines.)

Appendices

A: Inventory of resources.

B: Curriculum 2000 level descriptions.