

St Nicholas Primary School



History Policy 2020



St Nicholas School is a UNICEF Rights Respecting School and promotes rights respecting values in all its policies

The Governing Body of St Nicholas School have formally adopted this policy

Signed _____

Head teacher

Signed _____

Chair of Governors

ST NICHOLAS PRIMARY SCHOOL

HISTORY POLICY

Introduction:

The History Curriculum at St Nicholas School provides a series of units that are planned to give learning experiences appropriate for all its pupils. The teachers base their planning in the QCA guidelines and the Early Years Foundation Stage, but modify it to make it more accessible, creative and inclusive to accommodate the needs of each child. The History Curriculum helps children understand themselves and their personal history. Pursue a sense of personal identity and self-worth, linked with a sense of time and place and appreciate the relevance of history to life, the world and society.

Intent:

The school aims to develop knowledge, skills and understanding enabling pupils to:

- Develop a sense of identity through learning about the development of Britain, Europe and the world.
- Develop meaning of their personal past, from familial history and cultural background.
- Develop an understanding of the past, as well as ability to interpret it.
- Enjoy practical experiences appropriate to the individual.

Implementation:

History is a foundation subject at St Nicholas School, taught primarily through a topic-based curriculum, with cross-curricular links to other curriculum areas (Art, Literacy, Maths, Geography, ICT, and Science). Children in Reception and Key Stage 1 follow the EYFS curriculum. Knowledge and Understanding of World is taught through a topic and play-based approach. In Key Stage 2, pupils follow an adapted national curriculum linked to topics.

A cross-curricular approach has been developed for the following reasons:

- To raise pupils awareness of the world around them.
- To encourage pupils to become independent learners who are able to access their own achievements in history.
- To enable pupils to access the curriculum through a wide variety of linked activities.
- To stimulate, motivate and include all pupils by using visual, audio and kinaesthetic learning styles.
- To enhance the learning environment by creating opportunities for children to experience optimum emotional health and wellbeing to encourage pupils to make links with other areas of learning.
- To build on prior knowledge and extend skills.

In the Early years, pupils learn through real experiences and relate these to their play. The History curriculum is under the umbrella of Understanding of the World and is organised on a topic basis. Pupils are encouraged to develop an understanding of time through real experiences, through reflection and discussion.

In key Stage 1, History is focused on the individual, giving the pupil a chance to investigate their personal history and cultural background. The study of traditional stories is imperative in giving the pupil a chance to experience lives and lifestyles of familiar people and characters. Children look for similarities and differences between life today and in the past.

In Key Stage 2, History is about people and important events and development from recent and more distant times in the locality, in Britain and in other parts of the world. Children enjoy practical experiences of these developments, including outings to historical places and visitors coming to the school with artefacts for the children to explore.

Impact:

The Curriculum helps pupils to:

- Understand themselves and their personal History.
- Pursue a sense of personal identity and self-worth, linked with a sense of time and place.
- Appreciate the relevance of History to life, the world and society outside of school.

The Curriculum helps St Nicholas School to:

- Promote equal opportunities.
- Raise pupils' awareness of the world around them.
- Raise standards of achievement by use of teachers' assessment and planning.
- Encourage children to be independent learners who are able to assess their own achievements in history.

The Curriculum enables society to gain:

- Children who have an understanding of the past.
- Children who can better understand the changes in the world around them.
- Children who are well equipped with knowledge skills and understanding to become better citizens.

Inclusion

At St. Nicholas School, we aim to provide an inclusive curriculum that will meet the needs of all pupils, where the teaching and learning, achievement and well-being of every child matters. All pupils have equal access to the curriculum regardless of ability.

Equal Opportunities

All pupils have equal access to History. We pay particular attention to ensuring there is no gender bias in materials, including ICT. Any displays and references to History in society, should demonstrate positive role models of gender, race, culture, ethnicity and disabilities.

Social, Moral, Spiritual and Cultural Development

When teaching History we will emphasise that the knowledge and skills we use today are a result of human activity over a very long period of time and in many diverse cultures across the world.

Teacher Assessment

Assessment is an integral part of teaching and learning. It is the responsibility of the class teacher to assess all pupils in their class. We are continually assessing pupils and recording their progress. This allows us to match the correct level of work to the needs of the pupils ensuring progress.

Where possible, pupils should be involved in assessing their own work. This might include the 'Traffic Light' system or discussion during plenaries about the pupils' learning.

Pupils work is recorded in individual workbooks or folders and includes photographs, images, worksheets, drawings and written work.

Home/School Links

Our relationship with parents is very important when supporting their child's History skills. We involve parents in their children's learning by:

- Providing regular parents' evening, which give them verbal and written feedback (IEPs).
- Providing verbal and written feedback on progress during Annual Reviews.
- Providing weekly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Providing an end of year report.