Working and learning together for success

Sarisbury Church of England Junior School

History Policy Statement
October 2014

<u>Primary History Curriculum 2014:</u>
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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History is the process of enquiry. It is the search for, examination of and recording of evidence. Quality teaching and learning in History allows children to weigh up and interpret different types of evidence. History is not a process of learning and reiterating literal facts.

History is describing and explaining the past. Children will have synthesised the narrative and argument and interpreted evidence in order to help them do so. History is not presenting the past as a series of uncontested truths.

History is the product of imaginative reconstruction. Because the evidence is often fragmentary and incomplete, children need to imagine how it might have been and use evidence to fill the gaps. History is about speculation and hypothesising, but supported with evidence. History is not closed comprehension and copying.

Our Aims

At Sarisbury CE Junior School we aim to:

- Make learning in history a meaningful, interactive and enjoyable experience.
- Fuel children's interest in the past, developing an understanding that allows them to access the history around them.
- Teach children to develop critical analytical skills when interpreting evidence.
- Encourage children to think as historians through the skills which they are taught.
- Provide the children with a range of site visits to enrich their understanding of history.
- Ensure that links are made with other subjects therefore strengthening and enriching learning across the curriculum.
- Meet the requirements of the National Curriculum 2014
- Enrich the worship and the Christian ethos of the school.

Why we teach History:

History is taught at Sarisbury CE Junior School in order to develop key historical skills and concepts. Through the teaching of history children will learn:

- the chronology of British history, including the duration, length and overlap of significant events;
- to know how Britain has been influenced by the wider world;
- to identify characteristic features of periods and societies (including ancient civilisations) such as their beliefs, ideas and the experiences of the people;
- to understand historical concepts such as 'continuity', 'change', 'cause', 'consequence', 'similarity', 'difference' and 'significance';
- to gain and deploy a historically grounded understanding of abstract terms such as 'civilisation', 'empire', 'peasantry' and 'parliament';

- to recognise that the past is interpreted and represented in different ways. They will be able to give reasons for this;
- to use a range of sources to find out about the past;
- to identify and describe reasons for and results of historical events, changes and situations;
- to describe and make links between the main events, situations and changes within and across periods studied;
- to ask and answer questions. Select information relevant to the focus of an enquiry.

History at Sarisbury CE Junior School will be taught through enquiry. All History planning will have a lead enquiry question which will focus the content of the unit and the majority of the learning will follow the lead enquiry question.

Our Strategies

At Sarisbury CE Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in history by providing:

- Access to a wide range of high quality history resources.
- A scheme of work and medium term plans in each year group based on the National Curriculum 2014 programmes of study that ensures progression of skills and makes rich and relevant links within our existing project structure.
- An integrated curriculum with clear and relevant links made to Literacy, Geography, Computing, Music, Art and Dance.
- Opportunities to experiment with and explore a wide range of historical artefacts – primary and secondary sources – in order to make discoveries for themselves.
- Activities that challenge thinking and pre-conceptions and provide children with a better understanding of the past.
- Opportunities to experience first hand life in the past through themed 'drama days' related to year group topics.
- Opportunities to visit a range of key historical sites in order to introduce, consolidate and enrich the children's understanding of the topic.
- Opportunities to enhance learning in history through visitors will be taken where appropriate.
- The careful use of computing and drama will also support learning.
- Well-planned focused tasks which encompass a variety of teaching and learning styles, with a particular emphasis on the conventions of drama.

History in Sarisbury Junior CE School will focus on:

- developing knowledge of chronology and accurately using the associated vocabulary;
- deepening their understanding of cause and consequence and becoming able to rank causes. They will also learn to link causes and their effects;
- identify characteristic features of the periods studied;
- recognise and understand bias in sources of evidence;
- use a wide range of sources to find out about the past;
- select and use information appropriate to the enquiry. Come to their own conclusions about the past;
- present their findings in a variety of ways.

Our Resources

At Sarisbury CE Junior School:

- ICT network will provide access to multimedia resources such as CD Roms and the Internet.

- The school library and all classrooms will house a wide range of books for both staff and pupils to refer to and use in the classroom to support learning.
- Where available, teachers will be provided with planning resources packs from Hampshire County Council for the most up-to-date history topics.

Our History Leader

The member of staff responsible for the leadership and development of history throughout the school is Clare Alderson. She will:

- Seek to enthuse pupils and staff about history and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of history.
- Manage and develop resources for history.
- Monitor and evaluate history throughout the school, ensuring continuity and progression.
- Keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities.
- Continue to promote and raise the profile of history throughout the school.

Assessment, Record Keeping and Reporting

Assessment will be linked to the key skills in the study unit. In order to ensure continuity, progression and high standards of achievement in history, assessment for every child will include:

- Ongoing formative assessment through observations and dialogue with children – to form basis for individual targets / 'next steps'.
- Short assessment tasks identified within the MTP for each study unit, accessible to all abilities and allowing demonstration of understanding.
- A sample of skills based assessment throughout the Key Stage to demonstrate progression in each area.
- A summative assessment of each child's progress in history over the year will be provided in their end of year report.
- Children's achievement in history will be matched against the government guidelines (due January 2015) and examples of work kept in the subject leader's assessment portfolio.
- Pupil interviews with a selection of pupils across year groups.

Our Success Criteria

We expect 90% of our children to attain standards in line with or above those stated in the statutory guidance (due January 2015).

Clare Alderson: History Leader Written October 2014