

Bankwood Community Primary School History Policy

At Bankwood we believe history should be concerned with stimulating pupils' interest and understanding about the life of people who lived in the past. We want history to be fun and personally relevant to our children.

We aim for pupils to develop a sense of identity and a cultural understanding based on their historical heritage. We teach pupils to understand how events in the past have influenced our lives today; we also teach the pupils to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Teaching and learning strategies

At KS1 and KS2 history is taught thematically in line with the whole school enrichment curriculum. Objectives are taken from the National Curriculum and also include Bankwood's agreed Key Skill Progression Grid. Teachers within the same year group/ phase plan together wherever appropriate to ensure sharing of best practice.

History is taught through morning reading sessions and within the enrichment afternoon sessions. A history subject will be looked at for five consecutive reading sessions. Then opportunity is given, for this learning to be used and responded to through creative projects within afternoon enrichment sessions. Careful long and mid-term planning ensures that the humanities subjects are covered appropriately within overall thematic schemes of work.

This approach to learning allows the children to develop depth of understanding and gives ample opportunity for them to be creative and make interpretations based on their historical learning. We know our children learn best when they can apply knowledge and skills in a way that is fun, and personally relevant to them.

Foundation Stage

We teach history in foundation stage as an integral part of the topic work covered during the year.

History within Key Stage 1

By the end of Key Stage 1 we want children to have an awareness of the past, using common words and phrases relating to the passing of time. They will know how the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be able to use a wide vocabulary of everyday historical terms. We encourage them to ask

and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. We want them to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History within key stage 2

In key stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They make connections, and identify contrasts and trends over time and develop the appropriate use of historical terms. They have opportunity to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. We encourage them to construct informed responses that involve thoughtful selection and organisation of relevant historical information. We develop in them an ability to understand how our knowledge of the past is constructed from a range of sources.

Assessment and Recording

We assess the children's work in history by making informal judgments as we observe the children during lessons. Formal assessment is made using the Bankwood Key Skill progression grids on a termly basis to track whole school progress. Teacher assessment forms an integral part of teaching and learning, offering a picture of the children's achievements and supporting planning for future work. It is done by observation, discussion and examining outcomes, and will be informally recorded to suit the teacher's needs. We report each year to parents/ carers on the targets that their child has achieved in history and the units of work that have been covered. In addition we meet parents at two parents' evenings where they are informed about their child's progress in all curriculum areas. Through our year group and curriculum newsletters we keep parents / carers informed about what aspects of the curriculum we are covering and how they can develop their child's interest in the subject.

Monitoring and Review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.