



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

History Policy

Maximum Effort for Maximum Achievement

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Buttsbury Junior School. We use the National Curriculum and the statutory requirements to plan a chronological study of history across the key stage. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader.

We teach History to:

- Fire pupils' curiosity about the past in Britain and the wider world;
- Help students develop a chronological framework for their knowledge of significant events and people;
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and analysing events.

Through History we can also:

- Develop pupils' critical thinking skills;
- Promote pupils' awareness and understanding of the British values and SMSC.
- Develop an understanding of the world we live in today and how it is influenced by past events and key individuals.

In learning History pupils will:

- Use a range of sources such as people, the local environment, artefacts, written materials, photographs and ICT based materials;
- Select the most appropriate source of evidence and evaluate the reliability of sources;
- Investigate significant issues about the past;
- Work in a variety of contexts – individually, in groups and as a whole class;
- Present their knowledge and understanding in a variety of ways such as through drama, oral presentations, debates, various writing styles/ genre, timelines and drawings;
- As they grow in confidence, begin to pose and investigate their own questions.

When teaching History we:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do;
- Use open, higher order, questions to deepen children's thinking;
- Vary the resources and activities to ensure pupils are actively learning, researching and investigating.
- Use starters and plenaries to ensure pupils are engaged and have opportunities to reflect on their own learning and progress.

To assess pupils' progress in History we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them and evaluating any work they produce.
- Make twice yearly and end of Key Stage judgements using the national curriculum statements.

In our curriculum History is taught:

- As a discrete subject but links are made with other subjects, where appropriate and meaningful (Computing, Literacy, Art and DT.)

To teach History we use a range of resources:

Texts, artefacts, ICT, photographs, pictures, school visits to museums, visiting workshops and individual experts.

Current issues/initiatives re: History:

- Ensure high quality resources such as: artefacts, texts and pictures are used to stimulate curiosity and deep thinking ideas;
- Developing skills such as historical interpretation and historical enquiry.

Collecting evidence about the teaching of History through:

- Monitoring of lessons
- Review of planning;
- Work scrutiny;
- Pupil perception interviews and questionnaires;
- Analysis of attainment and progress, twice a year.

Mastery in History Education

Effective mastery in History encourages all pupils to think critically about the past and evaluate the impact of historical events on the modern world.

Pupils are encouraged to compare and contrast customs and beliefs from one society to another.

Higher order questioning during lessons ensures that pupils can deepen their understanding by empathising with people of the past and analysing their motivation and decisions. In addition, children are encouraged to ask their own deep thinking questions and are given opportunities to reflect, discuss and debate with their peers.

Greater time is spent developing historical skills such as interpretation and enquiry. The most confident children: select the most appropriate source of evidence; evaluate the reliability of sources and form their own opinion about historical events from a range of sources.

As a result of this, pupils will have comprehensive understanding of the past and develop critical thinking skills.

Monitoring and Review

Policy Date: Spring 2017

Review Date: Spring 2020