

# History Policy 2019-20



## Black Firs School

### Introduction

At Black Firs we are committed to provide all children with learning opportunities to engage in History; providing them with a range of key skills and knowledge.



### Creative Process

Learning at Black Firs utilises a creative process that takes a holistic approach. This means that we pay attention to children's physical, personal, social, emotional and spiritual wellbeing, as well as cognitive aspects of learning. In History, learning therefore takes many creative forms and we aim to bring the subject 'alive' in order to capture the many attributes that form our children's holistic development. These include visits to museums, exploring props and historical artefacts, role play, art, case studies and more. We aim to ensure that our children experience history and understand their place within it and their impact on it.

### Intent

History at Black Firs Primary School centres on the historical interactions of people and events throughout time in the world. The past influences all aspects of our lives, shaping the customs and beliefs of the communities to which we belong and children studying History develop a sense of the world in which they live and begin to develop an appreciation of how people, past events and actions have influenced and formed their present lives.

Studying history at Black Firs Primary School provides all children with a range of skills and appropriate knowledge that contribute to their overall understanding and holistic development.

### Implementation

At Black Firs Primary School, we understand the importance of developing children's knowledge, skills and understanding. The teaching of History therefore not only concentrates on the knowledge and skills outlined in the National Curriculum but it takes a holistic, creative approach which gives children the opportunity to focus around a central theme for the term. Impactful learning in History also comes from educational visits, artefacts, visitors, and role play. By utilising the schools creative process, we are able to make history relevant to our children so that they gain a deep individual understanding of what happened, why and how it impacts on their lives today.

### Implementation in Early Years

Learning History in Early Years uses the school's creative process in order for children to start developing a conceptual understanding of History and its impact on their lives. Children are encouraged to discover, remember and reflect upon changes in their own lives and that of their immediate families and people they know.

## **Impact**

In Early Years, children will comment on past events in their lives and ask questions about the events and lives of the people around them. Children will look closely at similarities and differences, patterns and change. They will talk about aspects of their own immediate environment and how this may differ from other environments.

In KS1 children will develop and demonstrate their awareness of the past. They will begin to develop their knowledge and understanding of places, people and events and where they fit into a broad chronological framework. Children will begin to use dates and broaden their vocabulary of historical terms. They will be expected to ask and begin to answer questions about past events and understand some ways in which we find out about the past, such as exploring artefacts, pictures, stories and websites.

In KS2 children will continue their development of the above plus:

They will develop an increasingly secure and wide range of historical knowledge and understanding of concepts such as chronology. Children will develop use of appropriate terminology and record knowledge and understanding in a variety of ways. They will devise, ask and answer more complex questions about the past, considering key concepts in history. Children will consider a range of resources in order to find answers to historical questions and give reasons for choices of resource. They will understand that history is represented and interpreted in different ways and will start to identify and give reasons for historical events, situations and changes.

## **Reporting**

Reporting to parents is done on a regular basis at parent interviews. In addition, an annual report is sent home in July. Ongoing records are shared with parents through our online Earwig system.

## **Record Keeping**

Annual report to parents, comments and targets in Study Books and own teacher's records. Records are tagged to the subject on Earwig. Please refer to the school policy document on Record Keeping.

## **Children with SEND**

Please refer to School Policy Document on Special Needs.

## **Equal Opportunities**

Please refer to the School Aims & Statement on Equal Opportunities.

## **Role Of Coordinator**

- Highlight areas for the development of History within the School Development Plan.
- Review and audit regularly curriculum resources held in school.
- Review and keep a record of Continuing Professional Development needs of all staff and provide suitable training opportunities.
- Disseminate relevant information to all members of staff.
- Keep up to date with developments in History through relevant documents, magazines and internet sites.
- Ensure a whole school approach to the planning, recording and assessment of History.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy periodically.

## **Health & Safety (see also Health & Safety Policy)**

See Health & Safety Policy.

## **Review**

The School policy for History reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.