

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## HISTORY POLICY

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. 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 judgement. 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.

### History Definition for Pupils

History is the story of the past. It helps us learn about people, places, and important events that have happened.

History helps us understand how things have changed and why our world is the way it is today.

### Aims

- To know and understand the history of the British Isles, from the earliest times to the present day.
- To know and understand significant aspects of the history of the wider world.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'achievements'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to ask valid questions.
- To understand the methods of historical enquiry.
- To understand the connections between local, regional, national and international history .
- To understand the connections between cultural, economic, military, political, and social history and between short and long-term timescales.

### Implementation

Our History curriculum has been planned in accordance with the requirements of the National Curriculum. Lessons are sequenced to build on prior learning, allowing opportunities to revisit key knowledge. In KS2, units of British history are planned chronologically from Stone Age in Year 3 to World War 2 in Year 6.

Where and when appropriate, technology is used as a learning tool to complement and enhance more traditional methods when teaching this subject.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

The Guidance for Arranging School Visits must be observed when field trips are taking place.

### **Role of the Subject Leader**

The History Subject Leader has the responsibility of overseeing History within the school including:

- Leading the writing, implementation, monitoring and evaluation of the policy and the curriculum.
- Monitoring the overall structure of the History curriculum.
- Ensuring appropriate resources are available and updating them within the limits of the budget and according to needs.
- Keeping up to date with developments in the subject and disseminating information to staff.
- Providing support and guidance to staff as needed.
- Attending courses relevant to professional development within their role as subject leader.

### **Monitoring**

Monitoring the overall structure of the History curriculum is the responsibility of the subject leader.

The quality of teaching, provision and outcomes will be monitored through the school's usual processes, including lesson observation, book looks and pupil voice.

### **Assessment and reporting**

Assessments are recorded in the Balance assessment tool. Attainment and effort grades for History are included on each child's end of year report to parents.

### **Professional development and responsibilities**

Each class teacher is responsible for the delivery of the History curriculum and overseeing the pupils' progress. In line with school priorities, teachers are provided with opportunities for development and training in connection with this subject area as appropriate.