**Berkley Church of England Voluntary Aided First School**

**History Policy**

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| **Our vision and values** We are a small school, with big ideas, adopting a creative approach to ensure that every child is supported in order to flourish and thrive; to see and develop their true potential.Our vision and ethos of the school is based on the sermon of the mount, Matthew 5:14- 16; “You are the light that gives light to the world. In the same way, let your light shine before others, live so thatthey may see your good works.” We are children of the community and guided by Faith |

At Berkley, we teach history through carefully planned units under the schemes from Plan B. This ensures we are building on the correct progression of knowledge as they move through our school. The teachers assess the pupils using oral feedback, their books and practical work. This is then recorded in our reports.

**Objectives**

The objectives of History are:

* To help pupils develop historical knowledge and understanding;
* To introduce pupils to historical inquiry through studying historical evidence, asking questions and problem solving;
* To help pupils develop a sense of time and chronology;
* To help pupils interpret History using a variety of sources;
* To give understanding that the society in which pupils live has been shaped by past developments and gain an understanding of this past;
* To develop an appreciation of the need for both continuity and change;
* To develop the ability to communicate historical knowledge in oral, written and visual forms using the appropriate vocabulary and techniques.
* To develop children's ICT capabilities;
* To make children aware of Health and Safety issues.
* To increase children’s knowledge of other cultures and in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society;
* To develop children's computing skills;
* To make children aware of Health and Safety issues, including e-safety.

**Teaching and learning styles**

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in History.

Our teaching at all levels shall include opportunities for:

* Teacher exposition;
* Discussion techniques (pupil/pupil, pupil/teacher), appropriate to practical work;
* Developing questioning skills
* Consolidation and practice of fundamental skills and routines;
* Problem solving;
* First-hand experience and fieldwork
* The use of varying forms of technology;
* The recall of historical facts;
* The use of enquiry and research work;
* Recording through a range of methods, e.g. reports, maps, graphs and models;
* Class work, group work, individual work;
* Developing a sense of wonder when studying the achievements of past societies;
* Exploring the enduring aspects of human nature through time e.g. looking at reasons for peoples actions;
* Develop links with other subjects, including Mathematics, Literacy, Computing, Science, Art, R.E, DT and Geography

**History Curriculum Planning**

We operate a two year planning cycle agreed by the whole teaching staff, based upon the Programmes of Study and Statements of Attainment of the National Curriculum. We use PlanBee History units for the planning of lessons and progression of skills. We plan progressive activities that develop historical knowledge. We use assessment for learning and adapt our planning as a result of our assessments.

**Inclusion**

We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children’s learning needs.

We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced. We will monitor children’s progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. The school uses the strategies of ‘The Dyslexia Friendly School’ that enable all children increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinaesthetically planned curriculum.

We adhere to the Equal Opportunity and Inclusion policies of the school. We work closely with parents and outside agencies as appropriate

Early Years Pupil Premium – we will endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child’s entitlement to extra funding in school. All extra funding we receive will be used to support areas in which we identify that the child will best benefit. We will track children’s progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.as, and develop strategies for doing things.

**The Foundation Stage**

History skills are taught as part of ‘Understanding the World’ and the objectives are set out in the Development Matters and the Early Learning Goals of the Foundation Stage curriculum. The children’s learning includes developing scientific and Investigational skills, ICT, historical skills, geographical skills and developing respect and understanding of different beliefs and religions. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. There are links with all curriculum areas.

**Assessment and Reporting**

Opportunities for assessment will be identified in planning. Performance will be regularly assessed and monitored in accordance with the National Curriculum. The teacher will pass on relevant information to other teachers on Foundation Stage data and Key Stage 1 and 2 Teacher Assessments. Parents’ consultation evenings are held twice a year and written report is sent to parents.

**Personal, Social, Health Education (PSHE) and Citizenship**

**Spiritual, Moral and Cultural Development**

History contributes to the teaching of elements of PSHE and Citizenship. The children have the opportunity to discuss how they feel about their own work, and the methods and approaches used by others.

The teaching of History offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their feelings about their own work, and the work of others. The work in general, helps them to develop respect of the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

**Safety**

We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. All adults have undergone all necessary safeguarding clearance checks to work with children.

At all times, all staff follow the Safeguarding and Child Protection procedures as laid down by the school.

E-safety is a priority in all our planning and teaching. Learning opportunities are planned to reinforce this message.

**Resources**

We have a wide range of resources to support the teaching of History across the school. Resources are updated continually as appropriate, including technology. We have a good supply of history topic books and access to a wide a range of educational websites to support children’s learning.

**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.

**Policy Reviewed: Summer 2023**

**Next Review: 2025**