

LOUDWATER COMBINED SCHOOL

History Policy

Introduction

At Loudwater Combined School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework and gives guidance on planning, teaching and assessment. 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 gives us a sense of identity, set within our social, political, cultural and economic relationships.

Intent

At Loudwater School our intent in teaching History is to enable our children to have a secure knowledge and understanding of Britain's past and that of the wider world.

Through our teaching, we will 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.

We ensure that the historical knowledge the children are exposed to is broad by including British history, history from European and Non-European societies as well as studying the lives and achievements of significant individuals. Our children study events in living memory, local history, significant events since 1066 and ancient civilisations.

Through the study of history, we teach our pupils the skills of understanding historical concepts and the methods of historical enquiry to gain a broad historical perspective.

Implementation

History at Loudwater School is taught through each year groups chosen topic exploring cross curricular opportunities where appropriate.

Each November every class walks to the Loudwater War Memorial to honour and recognise the sacrifices that people from our village made during the war. Members of our Year 6 also take part in St Peter's church remembrance service and lay a wreath on behalf of our school.

Events of national significance such as the Queen's jubilee or VE day are marked within our school and will form the focus of our topic work for a period of time.

Throughout the year there are school trips that are specifically linked to aspects of the History curriculum.

Dance and theatre workshops linked to historical topics are also enjoyed by our children.

We make cross curricular links where possible but we also know how important it is for children to recognise when they are learning about history so we ensure that the curriculum area is explained to the children and added to the learning grid to make this explicit.

The work that the children do as part of the history curriculum is recorded in their topic books. Each teacher has a class photo folder where more practical aspects may be seen or work may be on display. This will all be evidenced with a learning grid.

There are times when history projects are undertaken as a home learning project. Work brought into school from home will be celebrated and, where possible, displayed.

Equal Opportunities, Inclusion

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to History in order to develop their personal, historical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Visits to historical sites may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their ability. Access is achieved through scaffolding to enable achievement. We aim to teach children to uphold, where applicable, British Values and a mutual respect of those with different faiths and beliefs.

The role of the History leader

The most important role of the History leader is to ensure that all of our children are receiving a high quality History education with equal opportunities for all children.

It is also to monitor the History curriculum by:

- Monitoring the planning of the curriculum
- Moderating children's work
- Learning walks and lesson observations
- Pupil interviews.

It is also to support staff with the planning, delivery and resourcing of History.

The History leader is responsible for updating the policy and imparting information to colleagues about any subject developments. Liaising with the Governor responsible for History is also a key role.

Impact

At the end of each academic year we aim for all children to have the Historical knowledge to enable them to take the next step in their history journey.

We also aim to equip them with the essential knowledge that they may need for future success (cultural capital)

The impact of our History teaching is assessed during each lesson when we feedback to children and provide them with the information that will guide with the next step in their learning journey.

This assessment also allows staff to adapt or change their teaching in order to ensure that our teaching is effective and that learning is maximised. Termly assessments are undertaken for History by staff using Target Tracker. Interviews with pupils give us great insight into the impact of our history teaching.

March 2022

This policy will be reviewed in line with the governors' policy review schedule