

Christ Church C of E Primary School

History 2015 - 2016

1. Introduction

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

History skills are taught through a skill based creative curriculum; knowledge and understanding are also taught within the Foundation Stage.

2. Aims

- History should provide a programme of work that is suitably differentiated to meet the needs of all children
- Work set should be varied and challenging and promote historical enquiry
- To develop a sense chronological understanding, relating to major historical periods, events and people
- Pupils should have access to a range of sources of information to aid their development of historical enquiry
- To identify different ways in which the past is represented
- To provide work that covers local, national European and world history topics
- To make use of local museums, sites and speakers wherever possible.

3. Progression, Continuity And Differentiation

- Teachers and children work together in phase groups to ensure continuity and progression of the skills being taught between year groups.
- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning.
- Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

4. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

5. Assessment, Recording and Reporting

- Teachers assess the children's work in history both by making informal judgements as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill based learning objectives and learning objectives set out in the National Curriculum.
- Children work individually, in pairs or as part of a group. All children's work is marked in accordance with the school's marking policy.
- It is expected that most pupils will achieve the following levels in each year group.
- Reception: working within level one
- Year 1: achieved level one and working within level two
- Year 2: achieved level two

- Year 3: Working within level three
- Year 4: achieved level three
- Year 5: working within level four
- Year 6: achieved level four
- Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally.

6. RRSA

At Christ Church C of E Primary school, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. The articles set out in the CRC are known to all children and adults in the school and we encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

7. Role of Governors

- Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

8. Resources

- History resources are stored in the humanities cupboard and in the Year One and Three classrooms.
- For any fieldwork or visits that are undertaken a risk assessment should be completed to ensure that safe practice is being followed and that supervision is at an appropriate level.

9. Cross Curricular Links

- History is taught within the creative curriculum and has links to geography in the location of historical places.
- Literacy provides opportunities for historical stories and character studies to be written.
- ICT can be incorporated into history through the use of CD ROMs, the Purple Mash website, the use of census databases and use of the Internet as a tool for historical research.

10. Evaluation and Review

Next review: