

Matthew Arnold Primary School



History – Matthew Arnold

Introduction

This History Policy is designed to provide a comprehensive framework for the teaching and learning of history at our Primary School. This policy aims to ensure that our provision meets the highest standards outlined by the Office for Standards in Education, Children's Services and Skills (Ofsted), complying with the requirements of the 2014 National Curriculum in England.

Rationale

History education is vital for Pupils to understand their place in the world, appreciate change over time, and recognise the significance of historical events, individuals, and societies. It encourages critical thinking, enquiry, and a sense of identity.

Aims

Our History curriculum aims to:

- Inspire a curiosity and fascination about the past.
- Develop knowledge and understanding of Britain's past and that of the wider world.
- Provide opportunities for children to ask questions and develop their own historical enquiries.
- Equip children with the skills to analyse and evaluate historical evidence.
- Foster respect for historical diversity and an appreciation of the complexity of historical narratives.

Curriculum Overview

National Curriculum Requirements

In accordance with the 2014 National Curriculum, our curriculum includes:

- **Key Stage 1:**
 - Events beyond living memory that are significant nationally or globally.
 - The lives of significant individuals in the past who have contributed to national and international achievements.
 - Changes within living memory.
 - Understanding how the past is represented.
- **Key Stage 2:**
 - A local history study.
 - A study of an aspect of history or a site dating from a period beyond 1066.
 - The Viking and Anglo-Saxon struggle for the Kingdom of England.
 - A depth study linked to the ancient civilisations.

Content Planning

- **Long-term Planning:** An annual overview will be created each year to outline the historical topics to be studied across all year groups, ensuring continuity and progression.
- **Medium-term Planning:** Weekly plans will detail specific learning objectives, outcomes, and activities linked to the relevant topics.
- **Short-term Planning:** Daily/lesson plans will be used by teachers to ensure effective delivery and assessment.

Teaching Strategies

- **Differentiation:** Activities will be tailored to cater for varying abilities, ensuring that all Pupils are challenged and supported accordingly.
- **Cross-Curricular Links:** History lessons will integrate other subjects, such as literacy and art, to provide a more enriching learning experience.
- **Use of Primary Sources:** Encourage the use of primary and secondary sources, including artefacts, photographs, and texts, to foster enquiry and analysis.

Assessment

Formative Assessment

- Ongoing assessments will be undertaken through discussions, observations, and work sampling to inform teaching and provide feedback.

Summative Assessment

- End of unit assessments will be conducted to evaluate knowledge retention and understanding. This may include project work or structured quizzes.

Monitoring and Evaluation

- The History Subject Leader will conduct regular monitoring of teaching and learning. This will include lesson observations, book looks, and pupil interviews.
- The impact of the History curriculum will be assessed through pupil progress meetings, where data will be reviewed and trends analysed.

Professional Development

- The school will provide opportunities for Continuous Professional Development (CPD) for all staff involved in teaching History. This may include training sessions, workshops, and external courses.

Conclusion

This History Policy embodies our commitment to providing a high quality education in history for all Pupils at our Primary School, in line with the expectations set forth in the 2014 National Curriculum and the frameworks established by Ofsted.

This policy will be reviewed annually to ensure it remains fit for purpose and in alignment with current educational standards.