

Ombersley Endowed First School  
Policy on History



**Ombersley Endowed First School  
History Policy**

**Named co-ordinator:** Caroline Moore (cover for Lisa Whitby)

**Date policy agreed:** June 2018 **Review Date:** Summer 2021

**Introduction**

This policy outlines the teaching, organisation and management of History taught and learnt at Ombersley Endowed First School.

The policy has been drawn up as a result of staff discussion and has been ratified by the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator Mrs Moore (temporary subject cover for Mrs Whitby).

**We teach History to:**

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

**Through History we can also:**

Develop pupils' thinking skills

Improve pupils' skills in Literacy, Numeracy and Computing

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

**In learning History pupils will:**

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts, stories from the past
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps

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- As they grow in confidence, begin to pose and investigate their own questions about the past

### **When teaching History we:**

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **To assess pupils' progress in History we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the levels of attainment statements. To ensure that these are accurate we have developed a portfolio of annotated pupils' work and teachers' descriptions and analysis of pupils' performance.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

### **How History is organised**

The school uses the National Curriculum for History as the basis of its curriculum planning. The Curriculum has been adapted to the local circumstances of the school and is organised in more detail into Long-Term Topic plans.

Our curriculum planning in History has three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during the Key Stage. History is linked to the topic being taught in each class so that their work in history forms part of a greater project.

Our medium-term plans give details of the history covered in each topic for each term. The history subject leader keeps and reviews these plans. Our medium-term planning is on a two-year rotation cycle. In this way, we ensure complete coverage of the National Curriculum, without repeating topics.

The class teacher is responsible for writing the daily lesson plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher keeps these individual plans, and s/he and the history subject leader often discuss them on an informal basis.

We have planned the topics in history so that they build on prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic so that the children are increasingly challenged as they move up through the school.

Visits and visitors are encouraged throughout the school so that children to gain first hand experiences as much as possible, for example through visits to Avoncroft (KS1)

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and Bewdley Museum (KS2) have been established. Ombersley is a historic village and opportunities for walks to the village, in both Key Stages, are planned into topics.

**To teach History we have a range of resources including:**

Texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT. In addition artefact boxes may be borrowed from local centres such as Hartlebury and Bewdley Museums.

**To monitor and evaluate History the co-ordinator:**

- Supports teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' medium term planning
- Holds agreement trials to further develop the assessment portfolio
- Reviews resource provision
- Discusses regularly with the headteacher the progress with implementing this policy in the school

**Signed:** *Caroline Moore*

**Date:** June 2018