



**MANOR BEACH PRIMARY SCHOOL
HISTORY POLICY**

**REVIEW DATE: November 2019
REVIEW DUE: November 2021**

Manor Beach Primary School

History Policy

Mission Statement

Manor Beach Primary School strives to build firm foundations for our children, by offering a rich, creative and stimulating curriculum in a secure, happy and nurturing environment, based on equal opportunities for all.

Inspiring Minds, Shaping Futures

Introduction and Aims

This policy outlines the teaching, organisation and management of history taught and learnt at Manor Beach Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of 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 subject leader.

We teach history to:

- o Fire up pupils' curiosity about the past in Britain and the wider world.
- o Encourage thinking about how the past influences the present.
- o Help students develop a chronological framework for their knowledge of significant events and people.
- o Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- o 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.

“History is the version of past events that people have decided to agree upon.” - Napoleon Bonaparte

Through history we can also:

- o Improve pupils' skills in English, maths and computing.
- o Develop pupils' thinking skills.
- o Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- o Develop pupils as active citizens.

In learning history pupils will:

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

“Study the past if you would define the future.” [Confucius](#)

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 children fully understand what they are learning, how they learn and how well they are progressing

“The more you know about the past, the better prepared you are for the future.”- Theodore Roosevelt

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 attainment statements.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

In our curriculum, history is taught as a discrete subject. Teachers can link History units to other areas of the curriculum, where appropriate.

To teach history we have a range of resources:

Texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT.

Current issues / initiatives regarding history:

- Literacy / thinking skills / meeting pupils' preferred learning styles.
- Understanding of chronology. Teachers to ensure they use a timeline to refer to events of the period and of events prior and after the period studied.
- Developing and understanding the Enquiry approach to History.

To monitor and evaluate history, the subject leader will:

- Support teachers via co-planning, team teaching, observing / giving feedback
- Monitors teachers' medium-term planning
- Review resource provision
- Works co-operatively with the Inclusion Manager
- Discusses regularly with all staff the progress with implementing this policy within school.

This policy was drafted: November 2019

Review date: November 2021