



## Montalbo Nursery and Primary School

### History Policy

#### **Introduction**

In our school, we aim to inspire a love of History that will last for the children's lives and will provide them with a coherent knowledge and understanding of Britain's past and the wider world. History is taught across the school as a distinct subject so that children know that History is the study of the past and that certain skills and techniques are used to learn about the past.

Our History curriculum has been designed to build on previous understanding and knowledge, which is purposefully inter-leaved throughout the children's historical journey. Children are given the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children experience history firstly as part of their immediate past, then as local history, this leads onto elements of history within the U.K and finally the wider world.

We believe that through teaching history in this way, we are equipping the children with the ability to more readily 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 identities and challenges of our time.

#### **Aims and Objectives**

The aims and objectives of our History curriculum are:

- To ensure that children understand that information can be presented in a variety of ways and that these sources of information need to be investigated and questioned for validity and usefulness.
- To show children that events, people and places in the past can have an impact on our world today and on the future.
- To ensure children will have a secure knowledge of the chronology of significant events, people and time periods locally, nationally and in the wider world. This chronological understanding will become more in-depth as the children progress through the school.
- To provide opportunities for children to use their historical understanding and to apply this in a variety of contexts and situations, for example, by considering the similarities and differences between different periods or ways of life or by making links between main events, situations and changes.

#### **History Lessons**

History is taught in hourly sessions in the first half of each term. In each lesson, links are made between previous learning and historical events, periods or skills being taught. Teachers ensure that each lesson is clearly linked to a historical skill and that lessons are planned in sequences that provide children with the opportunities to review, remember, deepen and apply their understanding. In each unit of work, teachers use a wide variety of

sources and resources. Wherever possible local resources, trips and visitors are engaged with.

### **Assessment, Recording and Reporting**

Assessment is both formative and summative. Formative assessments are used in each lesson to support teaching and learning and inform future planning. Summative assessments are completed at the end of a unit of work by the class teacher and focus on the areas of chronology, interpretation and knowledge and understanding. Learning is revised and revisited regularly to embed the history curriculum and to ensure that knowledge is inter-leaved. Marking is completed in line with the school marking policy.

### **Monitoring**

Monitoring is carried out by the head teacher, a member of senior management or the History coordinator, in the following ways:

- Informal discussion with staff and pupils.
- Planning scrutinies and monitoring of accurate assessment
- Continuous book sampling.
- Learning walks
- Classroom observation.

### **Review**

This policy will be reviewed in September 2022.