

# DALLIMORE PRIMARY & NURSERY SCHOOL

## HISTORY POLICY

### Introduction

History is a journey into the past, an exploration of developments from the beginning of time to the modern age. It concerns changes, and how those changes shape our present and influence the future. It is about guiding children towards becoming active enquirers, not just the communication of facts.

### Aims

- ✓ To nurture an enthusiasm for exploring the past.
- ✓ To enable children to ask and answer questions about the past.
- ✓ To develop research and interpretation skills using a range of media and artefacts.
- ✓ To develop a sense of chronology and a use of historic terms.
- ✓ To enable children to communicate their knowledge and understanding in a variety of ways.
- ✓ To address issues of equal opportunities in context, challenging stereotypes, with an awareness of the background and cultural heritage of all pupils.
- ✓ To teach historical knowledge.
- ✓ To support or provide a means of enriching other areas of the curriculum.
- ✓ To gain an understanding of Britain's past and that of the wider world.

### Differentiation

We aim to encourage all pupils to reach their full potential. We strive to set learning challenges, and respond to the pupils diverse learning needs. We recognise that our planning must allow pupils to gain a progressively deeper understanding and increasing competency as they move through our school.

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## **Teaching**

We use the programmes of study from the new curriculum (2014) to inform our planning. We aim to engage the children in learning opportunities that will ensure they know, can apply and understand the subject content contained in these by the end of each Key Stage.

Wherever possible, the emphasis in our teaching will be on giving first hand experiences. We encourage children increasingly to take control of their own learning, particularly at KS2.

The children will therefore take part in activities such as:

- Fieldwork and visits outside of school.
- Wow starters
- Presentations by theatre companies and visiting speakers
- Role play
- Researching and questioning with the use of source materials taken from books in our library, documents, newspapers, records, maps, photographs, artefacts, videos, the internet, CD Roms
- Comparing different accounts of the same event.
- Group work, with the emphasis on co-operation and discussion.
- Storytelling and reading narratives

## **Assessment**

We are constantly assessing in an informal way in order to plan work for individual progress. The children assess their own learning each lesson against carefully chosen success criteria and, particularly in ks2, have opportunities to peer assess.

More formal assessments are carried out at the end of each unit to ensure that key objectives have been met. These assessments inform future planning and provide accurate information for the child's next teacher and the annual report to parents.

Next reviewed March 201

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