



MELSONBY METHODIST PRIMARY SCHOOL HISTORY POLICY

Document Status			
Date of Next Review	March 2017	Responsibility	<i>School Improvement Committee</i>
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Date of Policy Creation March 2015	Adapted school written model	Responsibility	<i>Judith Stansfield Chair of Governors</i>
Date of Policy Adoption by Governing Body	Signed		
Method of Communication DB, school Website and hard copy file			

Aim and Objectives

The learning and teaching of history at Melsonby Methodist Primary School aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to place events in chronological order, investigate and explain the past and thereby understand our world as it is.

- To encourage an interest and enthusiasm in the past
- To foster the skills of enquiry, research, investigation, analysis and evaluation
- To develop a sense of chronology
- To enable children to know about significant events in British history and to appreciate how things have changed over time
- To have some knowledge and understanding of historical development in the wider world
- To help the child to understand why events took place, the causes and the effects
- To encourage children to recognise and interpret points of view

Teaching and Learning Styles:

At Melsonby Methodist Primary School we utilise many learning and teaching styles. History is taught mainly through themed based lessons in line with our creative curriculum. Artefacts are used as well as drama, trips and fieldwork to enhance the History curriculum.

History curriculum planning:

History planning is cross-curricular history objectives are taken from the skills based curriculum. Due to multiple year group classes, topics will be taught in a three year cycle, with materials differentiated for each year group. In our mixed year group classes topics are taught to suit the needs of the individual child.

Assessment and recording:

Formative assessment is the basis for assessment in History.

Resources:

Resources are held in the class rooms.

Inclusion and Differentiation:

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning. Also, more-able children are given open-ended tasks and opportunities for more challenging. Our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they move through our school.

Monitoring and review:

The History subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in history. The History subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The History subject leader will present an annual report to the Headteacher in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader must therefore make full use of non-contact time to undertake monitoring of history across the whole school.