

# **Bosvigo History Policy**

## **Introduction**

History is about real people who lived, and real events which happened in the past. It is concerned with sequence, time and chronology and the scrutiny of evidence. At Bosvigo, we use an enquiry-based approach to promote independent learning and use questioning to focus on specific historical skills, knowledge and understanding.

History contributes to the school curriculum by stimulating children's curiosity about the way in which people lived in Cornwall, Britain and the wider world. By engaging with the past, children develop their individual and collective sense of identity and learn to appreciate diversity of human experience.

## **Aims**

To develop a passion for History, showing a curiosity about the past and understanding how and why History matters.

To develop an understanding of chronology to organise their view of the past.

To communicate ideas confidently in a range of styles to different audiences.

To support, evaluate and challenge their own and others' views, using evidence from a range of sources.

To understand how and why people interpret the past in different ways.

To understand the nature of evidence by emphasising the process of enquiry and by developing the skills required to interpret primary and secondary source materials.

## **Roles and Responsibilities of the Subject Leader**

The Subject Leader is responsible for seeking opportunities for CPD, offering support and advice to staff, ensuring that resources are appropriate, updated and well maintained, monitoring planning and the teaching and learning of History, collecting evidence in the form of levels and examples of children's learning, reviewing and updating the History policy and scheme of work and informing Governors of developments.

## **Teaching and Learning for Continuity and Progression**

History is taught by class teachers who collaborate within Phase Teams to jointly plan and share effective practice. The Scheme of Work for History follows a 2 year rolling programme which ensures that the relevant areas of study consolidate previous learning and teach new skills. Key Stages 1 and 2 have adapted the National Curriculum Programme of Study to provide a balanced range of local, national and world history and cultures other than their own which motivates and inspires all age groups. Skills are checked to provide clear learning targets and accurate levelled assessment for each lesson. Foundation Stage follows guidelines set out in the Foundation Stage Curriculum.

## **Cross-Curricular Opportunities**

We actively seek to link History with all other subjects, and share this approach through the Learning Coverage Grid which is sent home each term. In particular, History is used in guided reading texts, writing genres in Literacy, use of Maths in the past in Numeracy, and Art and Design Technology.

History contributes significantly to the teaching of personal, social, citizenship and health education. Children discover how to be active citizens in a democratic society by learning how laws are made and changed, and how to recognise and challenge stereotypes. They also learn how society is made up of people from different cultures, develop respect for others and celebrate diversity.

### **Community Links**

History promotes the study and understanding of our Cornish heritage. In order to enrich the History curriculum, we invite visitors into school to give eye-witness accounts of the past, explore historical sites locally, beyond Cornwall, and globally through the use of ICT. Links with outside agencies provide extensive and varied enrichment activities and visits.

### **Assessment, Record Keeping & Reporting**

Assessment is carried out through observation, talking to the children about their learning and assessing children's recorded learning. Children use Assessment for Learning strategies to evaluate their own understanding. History is reported annually to parents as grades describing academic attainment and effort.

### **Inclusion**

All children should have equal access to the History curriculum in line with the School's Equal Opportunities Policy, Special Needs Policy and Racial Equality Policy. Teachers provide effective learning opportunities for all pupils by setting suitable learning challenges, responding to pupils' diverse learning, religious and cultural needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the Individual Needs Coordinator advises teachers on teaching activities relevant to pupils with special educational needs, and the Gifted and Talented Coordinator advises teachers on more able provision.

### **Health and Safety**

School visits relating to History are subject to a risk assessment. General and legal requirements for Health and Safety are covered in the Health and Safety policy.

### **Resources**

There is a range of resources for History themes stored in the humanities resource area. The school library contains a comprehensive supply of non-fiction books to support children's research, and every class has access to additional books and artefacts through the Library Service.

### **Review**

The policy will next be reviewed by the subject leader, staff and Governors in 2016.