



HISTORY POLICY 2018-2019

Approved by:

Date:

Last reviewed on:

Next review due
by:

08/05/2019

In light of the mission statement, the National curriculum, the SMSC policy and the assessment policy, the staff and governors at St. Ambrose have set down the following policy.

Aims

At St. Ambrose our aim is to teach children the impact past events have had on our lives, in line with the National Curriculum. We aim to provide a challenging and engaging curriculum that allows children to think and reflect on events, people and times in the past and how they have affected our lives today.

Curriculum

At St. Ambrose, History is delivered through the International Primary Curriculum (IPC). The curriculum is made available to all children regardless of age, gender, ability, ethnic origin or faith. Each unit has Subject Learning Goals which ensures curriculum coverage. Each unit also has International Goals. These help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'.

Class teachers plan units based on the children's ideas and previous knowledge and use a variety of teaching styles to ensure the curriculum is accessible to all children.

Teachers take their class on school trips and invite visitors into school to enhance the curriculum.

Each unit is themed and lasts for a number of weeks. A number of subjects will taught through each theme.

Assessments

Classroom monitor is used to record children's achievements against the national curriculum objectives. Assessment data is recorded for History three times a year. Children's workbooks are vitally important in providing evidence of children's attainment.

Writing across the curriculum

Teachers plan for children to use transferrable writing skills in their history learning. This writing is then celebrated throughout school on displays.

Monitoring and Evaluation

The History co-ordinator at St. Ambrose is Mrs Murphy, who works with teachers across Early years, key stage 1 and 2 to ensure objectives are covered across phases. Planning and workbook scrutiny, pupil and staff questionnaires and learning walks are used to provide evidence of the quality of curriculum. From this, changes, support and CPD are given to members of staff who require it.