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History Policy

Curriculum Statement

History fires pupil's imagination or curiosity about their own past and the events that shaped the locality and the country in which they live as well as the wider world. Children consider the evidence of past lives for themselves and understand how the past influences the present as well as gaining a general appreciation of chronology.

Aims

- To develop ways in which the children can explore the past, both locally and nationally and internationally
- To develop an awareness of the past.
- To develop an awareness of differences between the past and the present and the influences of one upon the other.
- To develop an awareness of the chronology of events.
- To develop an understanding of the way people lived in the past.

Teaching and Learning

Within the Federation we aim to make History as enjoyable and accessible as possible. A variety of teaching styles and resources will be applied. It will at times be taught directly by the teacher. It other times it may be taught by

- making educational visits
- having visitors to the school and,
- through practical activities.

This work will be supported by Video, I.C.T., Text Books, Posters, Maps, Plans, Globes, Photographs, Postcards and Newspapers. The work will be recorded in a variety of ways including written, spoken, map work and art work.

Work in History may be organised in cycles over time. When planning individual units, learning objectives and differentiation strategies need to ensure that individuals and groups within the class can make progress appropriate to their age, maturity and previous experience.

Resources

Resources are located in the resources room and arranged according to topics indicated in the Curriculum Map. Other resources are to be found in individual

classrooms.

Safety

Staff adhere to County Safety guidelines both within school and when on educational visits. A copy of these guidelines are kept for staff reference in the main school office.

Support Staff

Support Staff are deployed by the Headteacher. The Class Teacher defines their role and activities within the class to best promote pupil attainment. This may include leading teaching for groups, supporting the work of individuals or assessing pupil achievement and attainment.

Transfer between class groups

On Transfer between classes all previous assessment data and records are passed from one teaching team to the next. At the start of the Autumn Term the relinquishing teacher meets with the new teaching team to review each child in data and pass on key information regarding performance and temperament.

Transfer to Higher Education

On transfer to High School all records of pupil achievement and attainment are passed to the receiving setting. The class teacher meets with a staff representative of the setting to discuss each child in detail.

Assessment Recording and Reporting.

On entering The Federation children will be observed at work and play in order to make an entry assessment of what they already know and can do. Bury Infant check and the Foundation Stage Profile are used to establish a baseline measure of individual ability

Throughout the year staff continue to monitor children's progress in order to plan purposeful and appropriate activities to support them in the next steps in their learning.

By the end of the Reception year a Foundation Stage Profile booklet will be completed for each child which sums up their progress and learning needs at the end of the Foundation Stage. The Foundation Stage Profile is based on ongoing observations and assessments over all six areas of learning within the Foundation Stage Curriculum. Each child's typical developments and achievements will be recorded on assessment scales. Completed Profiles will be used as part of our annual report to parents. The numerical results are collected by the LEA as they are required as statutory assessment at the end of the Foundation Stage.

Summative Assessment takes part at the end of every term. Parents are informed of their pupils performance at parent-teacher consultation evenings and monthly drop in sessions. They also receive an annual written statement on their child's progress about History during the summer term

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement.

Provision for children with special educational needs

Teaching and Learning for children with Special Educational Needs at School Action level is managed through differentiation and intervention within the class setting. Work of an appropriate level is administered with support where appropriate from an assisting adult.

Teaching and Learning for children at School Action Plus or Statemented Level will be managed in accordance with the advice provided by specialist outside agencies.

Teaching and Learning Objectives and Activities for all children in the class will be identified on the weekly class plan for History.

Provision for children recognised on our Gifted and Talented Register

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

These may include:

- Accessing work using objectives from academic groups in advance of their age.
- Using established knowledge to develop their problem solving and knowledge application abilities
- Being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation.

Monitoring, Review and Development

School performance in History is being constantly monitored and reviewed by the following means:-

- monitoring of planning
- Classroom observation
- Scrutiny of work
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical

understanding

Opportunities for improvement in provision are identified in the School Improvement and Development Plan.

Signed:

Claire Collett
Executive Headteacher

Ros Blowers
Chair of Governors