

Policy on a Page History

Immersive Learning

(Teaching approach)

- Wherever possible the history curriculum will be taught through the school's termly Immersive learning theme
- One term during each 3 years, history will become the focus of the Immersive room and usually the learning focus for all children
- If history is not taught as part of the Immersive Learning theme, it will be taught discretely to ensure coverage of the National Curriculum
- Wherever possible the people and the local environment will be used to enhance the history curriculum for example a trip to Kurium when studying the Romans
- Children should be taught to understand the importance of evidence and that there can be more than one way to interpret events in history
- Each piece of work will be marked and presented in accordance with the school's agreed marking policy and practice



Assessment

- The subject content clearly set out in the New National Curriculum and the progression of skills identified in the medium term plans demonstrate what the children should have learnt within a given time.
- Teachers will use both summative and formative assessment methods to make judgements on a child's ability and to set targets for future learning.
- The work the children produce is a record for assessment and may be used to judge whether a child has: not reached ARE; is at ARE or is above ARE.
- End of year reports will show whether children have met Age Related Expectations for History.

Aims

- To arouse and sustain interest in the past
- To develop a sense of chronology
- To develop knowledge and understanding of the child's place in our own society and the wider world
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation
- To appreciate that people in the past were real people with hopes, dreams and worries just like us

British Values

- Our history curriculum fully supports and promotes the fundamental British values of democracy, the rules of law, individual liberties, mutual respect and tolerance of those with different faiths and beliefs
- Children will be taught about significant events in British history and understand connections, contrasts and trends over time

Planning Expectations

- Planning for History follows the National Curriculum and embraces opportunities provided by our host nation, Cyprus
- The skills to be covered should be highlighted on the 'History age related expectations objectives grid,' for each year group
- Any changes to when the skills are covered should be indicated in the correct termly highlighted colour and saved on the school server as soon as possible
- Short term planning will include the primary objective of the lesson, the main teaching points and the opportunities for evaluation and assessment.

Monitoring, Moderation & Evaluation

- Quality assurance in History is the responsibility of the Senior Leadership Team, and the History Leader
- Teachers evaluate teaching of History once taught on the weekly planning sheets where necessary to improve teaching and learning.
- Termly monitoring and resourcing are the responsibility of the History Leader.

Access and Entitlement

- All children have an entitlement to high quality History Education regardless of their gender, race or academic ability

Homework

- Teachers are responsible for ensuring that, during the year, aspects of the history curriculum are able to be enhanced and deepened with parental support at home through the projects covered in the classes 'Take away menu'