

TRANMERE PARK PRIMARY SCHOOL

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History Policy

Adoption Date: Feb-18

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

History Policy for Tranmere Park Primary School

Author: David Housden

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Date due for review: February 2021

Ethos
All pupils have the right to a broad, balanced and relevant history curriculum at Tranmere Park. Through history, we aim to develop children's ability to: enrich their historical understanding; interpret the past; ask perceptive questions; think critically; weigh evidence; sift arguments and develop perspective and judgement.
What we teach
<p>In the Early Years Foundation Stage (EYFS), – history is taught through the EYFS curriculum.</p> <p>In Key Stage 1, children are taught the statutory requirements of the National Curriculum through the International Primary Curriculum (IPC) and a local history study which includes learning about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods• significant historical events, people and places in their own locality. <p>In Key Stage 2, children will be taught the statutory requirements of the National Curriculum through the IPC and a local history study which includes learning about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age• the Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons and Scots• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• events in history which are important or relevant to the local community.
How we teach History
History is taught using the IPC in a variety of ways that meet the needs of the individual learner. These may include: practical situations and first hand experiences, often enhanced by educational visits and visitors including elderly members of the community; use the school grounds and the outside classroom where appropriate; use of ICT; a variety of grouping structures; and varying levels of adult support and intervention.
How we assess History
At the end of each lesson, teachers note informal assessment data onto their plans and – at the end of an IPC unit of work – formal assessment data onto the foundation subject assessment folder, highlighting children who are working above/below the nationally expected standard for the objectives covered. At the end of the academic year, all pupils are reported as working below, at, or above the nationally expected level. This is a

summative judgement made by the class teacher based on the data recorded in the foundation subject assessment folder throughout the year.

How we monitor History

At Tranmere Park Primary School, there is an ongoing system of monitoring which takes place throughout the academic year. The focus of this monitoring is linked to the school development plan and whole school development priorities. Monitoring focuses specifically on the teaching and learning of history and includes: classroom observations, discussions with staff and pupils, looking at planning and examples of children's work (books). The results of monitoring inform next steps and subsequent action planning, and are noted on the subject leader audit completed at the end of the academic year.

Resources

Resources are kept centrally in labelled cupboards in the KS1 T-area and are audited annually. Artemis also provide resources based on the IPC units of work taught throughout the year.

Health & Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to History. In addition, staff should refer to the Health & Safety policy. Where appropriate, pupils are taught the importance of safe handling of tools and equipment and encouraged to assess and minimise risks with increasing independence.

Please refer to these additional policies to supplement this one: equal opportunities, SEN, EAL and Gifted and Talented.