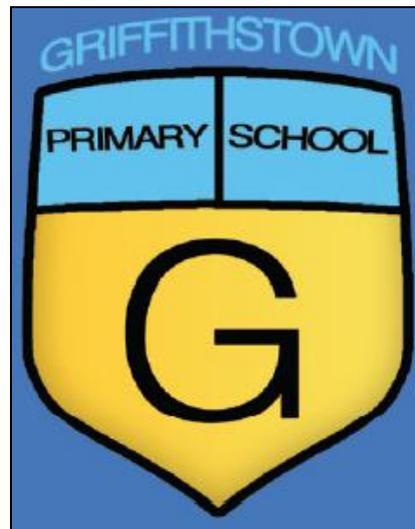


GRIFFITHSTOWN PRIMARY SCHOOL



Title	History Policy
Date	Summer 2015
Author	N Blackburn



INSPIRE CHALLENGE ACHIEVE

History Policy

What is History across the primary school?

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase curiosity about the world around them and to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, and experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Activities should foster curiosity and creativity and be interesting, enjoyable, relevant and challenging for the learner. They should enable learners to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. They should allow time for thinking, peer discussion and reflection.

Aims

Our aims in teaching history are to:

- explore a wide range of stimuli
- engage with resources from a variety of contexts including interactive forms
- work on their own and in pairs and small groups
- use and develop their historical skills, knowledge and understanding: through learning about a range of historical contexts. These should be based primarily in the local area within the wider context of Wales, but including examples from Britain and other countries. The focus will be on the characteristics of daily life. One aspect of daily life will be studied in all contexts.
- Study the daily lives of past peoples.
- Carry out investigations into the history around them.
- Ask and answer questions about significant changes in peoples' lives.

Teaching and learning styles:-

The teaching styles that we adopt at Griffithstown Primary School are as active and practical as possible. Through the use of a skills based curriculum, we encourage the children to explore their individual learning style. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

Equal Opportunities

The children are encouraged to fully participate in all aspects of the science curriculum regardless of their race, gender, age or ability. Griffithstown

Primary School ensures access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds and for those who are disabled. For more guidance the school has an equal ops policy.

ARR

Teachers in the course of their teaching through marking and observations carry out formative assessment informally. Pupils are encouraged to become increasingly more confident to evaluate their own work. Feedback to the pupils about their own progress is given whilst a task is being carried out for example discussion between child and teacher. The school provides end of year reports.

Curriculum Cymreig

Where appropriate pupils are encouraged to develop their cultural, economic, environmental, historical and linguistic understanding of Wales through the use and focus of local factors that have helped to shape Wales today.

Health and Safety

It is the responsibility of the individual teachers to look after all equipment in their classroom; pupils should be shown how to handle equipment appropriately and carefully.

AEN

Differentiated materials, appropriate software and level of support given support pupils with AEN. Pupils of high ability are frequently challenged through the numerous opportunities for learning presented to them, all children are encouraged to work to their learning potential.

Literacy and Numeracy Framework (LNF)

Throughout this subject you will see examples of literacy and numeracy skills being used and developed. These skills will have been taught previously in English and Maths lessons and are mapped out on our LNF coverage sheets. The literacy and numeracy skill is referred to as the WILF.

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Author: N Blackburn