



THOMAS'S FULHAM HISTORY POLICY STATEMENT

This document is a statement of the aims and principles for the teaching and learning of History at Thomas's Fulham.

The curriculum follows the requirements of Key Stage 1 and 2 of the National Curriculum and elements of 13+ are explored in Years 5 and 6. Reception to Year 4 follow the Enquiry curriculum, focusing on specific topics and exploring them through problem-solving, questioning and discovery, to ensure surface and deeper learning. Year 5 and 6 use enquiry methods but are discrete lessons.

What is History?

History is the study of past events and people which provide a record of the development of human societies.

AIMS

Our aims in teaching History are that over time children will:

- Develop a sense of chronology
- Become familiar with a variety of sources of information
- Use vocabulary relating to specific eras and the passage of time
- Find out about events, people and changes through independent enquiry

Principles of the teaching and learning of History

History is important because:

- it is a body of knowledge essential to our understanding of the development of the modern world
- the information and handling skills have a wide application in everyday life
- awareness of our history allows responsible participation in society
- it is a National Curriculum subject. The fundamental skills, knowledge and concepts are categorised into five areas:
 - Chronological understanding
 - Knowledge and understanding of events, people and changes in the past
 - Historical interpretation
 - Historical enquiry
 - Organisation and communication

At Thomas's Fulham it is the subject teacher's responsibility to ensure that correct and relevant literacy skills remain a key focus for all pupils whilst completing any historical written task.

Encouraging pupils to read a variety of significant and relevant historical material and understand its content is essential for enhancing and developing the learning of all pupils as they progress through the school. Continuing to support and reinforce all aspects of literacy in History will enable all pupils to progress effectively.

The reinforcement of mathematical skills and knowledge within History must also be implemented where appropriate, in order to highlight its importance and relevance within education and with a view to everyday life.

The History department acknowledges that children learn, achieve and progress at different rates and in different ways. In turn, staff prepare differentiated lessons to ensure that all children achieve according to their individual abilities. All planning, teaching and learning is created with a view to the school's SEND, EAL and Most Able Policies.

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.
- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Media literacy, Information Literacy and Digital Literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 4-6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas’s Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas’s Fulham’s Learning Circles)*

See also: [Curriculum Policy](#), [EAL Policy](#), [Most Able Policy](#), [SEND Policy](#), [Fulham Teaching & Learning Policy](#)

This policy will be reviewed annually			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest Review: January 2020	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Next Review: January 2021	By:	Susannah Bell, Curriculum Deputy Head	