



History Policy

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1 Introduction

1.1 The aim of history teaching here at New City Primary School is to empower the children with a love of learning, interest and understanding about the life of people who lived in the past. Across all key stages, we teach children a sense of chronology (across and within periods of history), and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. Children also learn how history has impacted on their lives today making comparisons between 'then and now'. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

2 Aims and objectives

2.2 The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
 - to enable children to know about significant events in British History and to appreciate how things have changed over time;
 - to enable children to know about significant people in British History and to appreciate how their lives have influenced society;
 - to develop a sense of chronology across and within time periods of History;
 - to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;
 - to have some knowledge and understanding of Historical development in the wider world;
 - to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
 - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
 - to develop a sense of creativity within key stage 2 History, writing from different perspectives and from a range of genres.
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- to encourage deeper thinking making comparisons from time periods to today, noting changes.
- to develop an understanding of key historical terms and phrases.

3 Teaching and learning style

3.1 History teaching focuses on enabling children to think like historians. We place an emphasis on examining historical artefacts and primary sources. Children have the opportunity to explore a range of concrete resources as well as audio and video links to help them to enquire about the past. All key stages have the opportunity to visit sites of historical significance enabling their learning to take place within a different environment. We encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children to understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', what can we tell, what if...., about information they are given; this allows children to think like historians and develop speaking and listening skills.

3.2 We recognise the fact that in all classes there are children of widely-different abilities (within history) and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty - children to complete as much as they are able to;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child; • using classroom assistants to support children individually or in groups.
- giving prompts and specific learning material for children to complete the specific task.
- giving the children time to discuss their thoughts and opinions; sharing their own knowledge and information to all.

4 History curriculum planning

4.1 We use the national curriculum for history as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

- 4.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with SLT and teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- 4.3 As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis.
- 4.4 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although this is often done in collaboration with the history subject leader on an informal basis.

5 Foundation Stage

- 5.1 We teach history in Nursery and Reception classes as an integral part of the topic work covered during the year. The Early Years Foundation Stage Curriculum does not teach history as an explicit subject but the building blocks are assessed through 'Understanding of the World', we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

6 Teaching history to children with special educational needs

- 6.1 At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.
- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a

range of factors - classroom organisation, teaching materials, teaching style, variation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

6.4 We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of expectations, and records the children's grades on Pupil Tracker. We use these grades as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

7.2 The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

8 Resources

8.1 There are sufficient resources for all history teaching units in the school. We keep these resources shared across year groups and phase groups where there is a box of equipment for each unit of work. The library contains a good supply of topic books and access to the internet to support children's individual research.

9 Monitoring and review

9.1 The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. This is through termly monitoring of teacher planning and children's'

books. Pupil interviews, learning walks and summative assessments also contribute to the monitoring of the subject were data and feedback is then analysed to identify strengths and areas for development to address the following term. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher a half termly report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.