HISTORY POLICY

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Version	Date	Author	Change Description
1.2	06.07.26	A. King	Adding review date

INTRODUCTION

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

AIMS

- To stimulate children's interest in the past, their own and that of others.
- To provide them with the skills to investigate the past and an appreciation of human achievements and aspirations.
- To help them understand their cultural heritage and to give them a sense of identity.
- To help them understand the present in the context of the past and to prepare them for life in contemporary society.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To help the children to develop the skills of historical questioning and enquiry and emphasis on the skills required to interpret materials.

CURRICULUM

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. As the reception class is part of the Foundation Stage of the National Curriculum, 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. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. They complete work related to the history topic they are covering in the related booklet in order to consolidate their learning.

PROGRESSION AND CONTINUITY

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe in teaching whole-class, group or individual depending on the need and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. History should be taught through topics where possible and recording should be in a variety of ways; including extended writing. There will not always be a written/drawn outcome.

MANAGEMENT

The school has appointed Mrs King as History Co-ordinator. It is her role, alongside the Headteacher, to support classroom teachers and ensure that pupils receive their entitlement to the History Curriculum in line with the National Curriculum 2014 (NC 2014). The subject co-ordinator is also responsible for writing the medium-term plans and looking after the History resources in the school. Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

STAFFING

Teachers are responsible for short-term planning and delivery and assessment of History for pupils in their care. INSET training is available, in consultation with the subject co-ordinator, to provide further support for staff.

CURRICULUM PLANNING

Parallel year group teachers are responsible for developing short-term plans together using the school's agreed planning format detailing how the objectives in the NC 2014 will be delivered. The specific requirements of the National Curriculum have been split according to the year groups and the units covered by each year group can be found on the long-term plans and termly progression grids. These will be given to the subject co-ordinator and the Headteacher to monitor when appropriate.

CROSS CURRICULAR LINKS

The objectives will be delivered through the year group topic. It may be necessary to teach discrete units where cross-curricular links would be too tenuous. Links should be made to other curriculum areas when appropriate. Use of the outside area should be considered when planning, so that some lessons may be taught outside if appropriate.

ASSESSMENT

Assessment will be made informally by the teacher during lessons and used to inform planning and to facilitate support given to the children. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's policy. A formal record will be kept of each child's progress under the headings of working towards, expected and greater depth. These records will inform the statement made on the child's end of year report. The formal assessment will be passed onto the receiving teacher in September.

STANDARDS TO BE ACHIEVED

By the end of year R most children will have achieved the Historical understanding target for knowledge and understanding of the world. By the end of Key Stage 1 most children will achieve the required objectives for history based on teacher assessment.

EXTENSION OPPORTUNITIES

Staff will determine those children with greater ability in History through their assessment procedures and will provide opportunities during lessons for those pupils to further develop their skills, knowledge and understanding.

S.E.N

The class teacher makes adaptations to the content of the lesson and/or method of recording in order that each child can take a full part in each lesson. At times it may be appropriate to have the support of an adult to help an individual or a group of children.

EQUAL OPPORTUNITIES

All pupils regardless of race, gender and ability will have equal opportunities to participate in History lessons.

RESOURCES

Resources including artefacts, DVDs, CDs and teacher's books are kept in the cupboard in the school hall. Some non-fiction books are also in the library and there is access to iPads to be used in class. Other resources like interactive boards to access the internet are in every classroom. Curriculum booklets for work to be completed in are also found within the classroom.

HEALTH AND SAFETY

Visits are planned to enhance learning and give hands on activity. Refer to the school Health and Safety Policy especially with regard to off-site visits.

PARENT/COMMUNITY LINKS

Parents will be asked to support work in History by helping children with homework when it is given and helping with off site visits. Visits will be made to the local/wider community.