

Policy for History

Philosophy

History is a non-core subject in the National Curriculum. This policy outlines the purpose, nature and management of the history taught in our school. History is our record of what happened in the past and why. Children will study men, women and children in different societies, cultures and countries. We follow a programme of study in line with the National Curriculum which provides opportunities for children to develop key historical skills as well as a range of cross curricular skills, including Literacy, Numeracy, PSHE and ICT.

Aims

- To foster an enjoyment for history and inspire children's curiosity to know more about the past.
- To develop a sense of identity through learning about the development of Britain, Europe and the wider world.
- To introduce children to what is involved in understanding and interpreting the past.
- To equip children to think critically, weigh evidence, to ask perceptive questions and develop their own perspectives and judgements.
- To enable children to understand the complexity of people's lives, the process of change and the diversity of societies as well as their own identities and challenges.

Organisation of teaching and learning (implementation)

- All history activities are planned to enable children to develop the specific skills of the historical process. Each study unit at KS1 and KS2 will focus on a range of these skills. Teachers will refer to the long term plan to determine which units are to be studied at a particular time..
- Children are involved in practical and investigative activities and in fieldwork through visits to historical sites. They are encouraged to

record and report results of investigations in a variety of ways including I.C.T.

- Links between History and other curriculum areas are actively sought and incorporated where appropriate.
- The early stages in the development of historical skills are introduced to children in the Reception years through the foundation stage curriculum area Knowledge and Understanding of the World.
- Periodically there is a focused history activity whereby the whole school are involved in historical activities during a house afternoon.

Pupil activities and experiences

Key Stage 1

- Children are introduced to each of the time scales and each of the study units at least once during KS1. Each history half termly topic will have a focus chosen from the study elements and will cover one or more timescales.
- In KS1 the children learn about familiar and famous people and about events from the recent and distant past in Britain and elsewhere. The children look for similarities and differences between life today and in the past and use common words associated with the passing of time.
- The children talk and write about what happened and why people acted as they did. They find out about the past using different sources of information and representations.

Key Stage 2

There are 8 study units selected for KS2 split into 2 units per year group. During the Key Stage children will be taught the knowledge, skills and understanding through the following areas:

- changes in their own lives and the way of life of their family or others around them

- the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- the lives of significant men, women and children drawn from the history of Britain and the wider world
- past events from the history of Britain and the wider world

The children discuss why things happened, why changes occurred and the results. They carry out historical enquiries using a variety of sources of evidence and look at how and why the past is interpreted in different ways. The children use their understanding of chronology and historical terms when talking or writing about the past. They develop their ideas through collaboration, discussion and debate.

Resources

We do not use any one published scheme, but draw on a range of published materials and resources such as LCP, Planbee and Hamilton Trust. All classes have access to Topic boxes kept in their rooms where resources, such as books, planning, DVD's and artefacts, can be used as required.

Equal Opportunities

All pupils are entitled to a History Curriculum which caters for their individual needs. Activities are planned so that children of all abilities are able to fully and actively participate.

For further information, please refer to the school's Equal Opportunities Policy.

Health and safety

Teachers are aware of the health and safety implications when making visits and risk assessments are carried out in accordance with the schools Educational Visits policy.

For further information, please refer to the school's Health and Safety Policy.

Assessment and recording

Assessment is a crucial and integral part of the teaching and learning process. It enables us to measure what children know, can do, understand and apply so that we can move them forward to the next steps in their learning.

At the end of each unit of work, summative assessments are recorded for each child. These identify the strengths and areas for development in key historical skills such as chronological understanding, historical enquiry and interpretation of the past.

Parents will be informed of their child's individual progress through a history statement on their end of year reports.

Monitoring and evaluation

The History curriculum is monitored by the History subject leader and evaluated on a cyclical programme by the whole staff.

The History subject leader will monitor History through the school by:

- Examining teachers' planning
- Scrutinising children's books
- Team teaching History lessons
- Talking to teachers and children about History in school
- Analysing children's progress against the attainment targets

These evaluations inform our next steps in reviewing our provision and identifying staff development.

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