



Policy on History

1 Aims and objectives

- 1.1 The aim of history teaching here at Rettendon School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, 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 multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices 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.
- 1.2 Our objectives in the teaching of history 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 historical events as laid down by the National Curriculum
 - to develop a sense of chronology;
 - 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;
 - 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 the cross-curricular use of history in other subjects;

2 Teaching and learning style

- 2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and visit places of interest when appropriate.
- 2.2 We recognise that in all classes, children have a wide range of ability in 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.

3 History curriculum planning

- 3.1 History is a foundation subject in the National Curriculum. We use a topic theme to teach the subject. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we plan progression, so that the children are increasingly challenged as they move through the school.

4 The Foundation Stage

- 4.1 We teach history in reception classes as an integral part of the topic work covered during the year. 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.

5 The contribution of history to the teaching of SMSC developemnt

- 5.1 Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others. . We also provide children with the opportunity to discuss moral questions, or what is right and wrong about key historical events. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

7 History and inclusion

- 7.1 At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8 Assessment for learning

- 8.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- 8.2 At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's level of attainment.

9 Resources

- 9.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store. The library contains a good supply of topic books and software to support children's individual research.

10 Monitoring and review

- 10.1 The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in history and indicates areas for further improvement;

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- uses specially allocated regular management time to review evidence of the children's work, and to observe history lessons across the school.

10.2 This policy will be reviewed at least every 3 years.

Signed: J Barber

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