



“Always try your best to be your best”.

A Statement of Policy for the History Curriculum

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Lacewood Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator (see staffing structure)

Values

When teaching history, we contribute to the children’s spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain’s rich cultural heritage can be further enriched by Britain’s multi-cultural society.

Introduction (aims and purposes)

- Firing pupils' curiosity about the past in Britain and the wider world.
- Encouraging thinking about how the past influences the present.
- Helping students develop a chronological framework for their knowledge of significant events and people.
- Fostering a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Developing a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Through thematic approaches improve pupils' skills in literacy, mathematics and ICT along with developing pupils' thinking skill.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues thus developing pupils as active citizens.

Organisation

- A range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, audio - visual extracts will be used within an integrated / thematic approach.
- Investigations of significant issues about the past will be completed.
- Children will work in a variety of contexts - individually, in groups, as a whole class
- Children will be encouraged to present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence they will begin to pose and investigate their own questions about the past.
- Teachers will explain what we want pupils to know, understand and be able to do through the history they are about to do and may often use a key question to direct pupils' thinking / enquiry about the past
- A variety of resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past will be used over time.
- Starters and plenaries will be used to ensure students fully understand what they are learning, how they learn and how well they are progressing



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- Assessments will be by gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- An annual report to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements will be completed as part of our records of achievement.
- The co-ordinator supports teachers via co-planning, team teaching, observing / giving feedback, monitors teachers' medium term planning, uses work scrutiny and moderation to ensure progression and reviews resource provision and discusses regularly with the head teacher and the progress with implementing this policy in the school.

Resources

Texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT. In addition artefact boxes may be borrowed from Caphouse Mining Museum and History Boxes.

SEN and inclusion

The co-ordinator works co-operatively with the SENCo

JC/1112/1114



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Current topic cycles September 2012

Lacewood Topic Cycle 1						
F1/2 /Y1	MyHome /Celebrations	Clothes & Celebrations	Nature Detectives	Nature Detectives	Journeys/ Transport	Feasts / Big Cook Little Cook
Y2/3	World War II Children	World War II Important People	Henry VIII & his wives	Chembakolli	Transport	Feasts (Vikings)
Y4/5	Splash	Splash	Street Child	Norman Castles	Chocolate / Aztec Feasts	Chocolate / Feasts
Y6	Romans	Why do birds migrate?	It's your call / Rainforests	Rock n Roll	Grand Designs / William Morris	Feasts / Enterprise
Lacewood Topic Cycle 2						
F1/2 /Y1	People who help us	Toy Story	Nursery Rhymes	Nursery Rhymes	Summer Holiday	Carnivals
Y2/3	Return of the Mummy	Egypt present	How we used to live	Local Area / Road safety (Hodgeheg)	Fire	Carnivals / St Lucia
Y4/5	Greece (is the word)	Greece (is the word)	Going underground	On the surface	Bear Grylls (Hist/Geog)	At the seaside
Y6	Romans	Why do birds migrate?	It's your call / Rainforests	Rock n Roll	Grand Designs / William Morris	Feasts / Enterprise