

## History Policy

### 1 Introduction

The aim of history teaching at Lockington Church of England Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach pupils a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. 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. 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 past events 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.

This takes place within the context of our school vision: to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment based on Christian values which encourage all to show respect, acceptance and understanding of others.

### 2 Aims and objectives

The aims of history in our school are:

- to foster an interest in the past and develop an understanding that enables pupils 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 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 understand how Britain is part of a wider European culture and to study some aspects of European history;
- 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, empathy, interpretation of secondary and primary sources, communicating history dramatically, verbally and narratively and research.

- To embody principles of the distinctively Christian nature of our school in all aspects of learning.

### **3 Teaching and learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as, 'How do we know?', about information they are given.

We recognise the fact that in both classes there are children of different abilities 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. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- 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.

### **4 History curriculum planning**

History topics for the whole school are set out in the school's long term curriculum plans.

We use the national scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. 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.

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 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. As the basis for our medium-term plans, we generally use the national scheme of work which gives details of each unit of work for

each term. The class teacher creates the plans and saves them on the school's server in the shared area. The history subject leader reviews these plans on a regular basis.

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 s/he and the history subject leader often discuss them on an informal basis.

## **5 Foundation Stage**

We teach history in the reception year as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in 'Development Matters' and the Early Learning Goals (ELGs) which underpin curriculum planning for Early Years Foundation Stage (EYFS).

The pupils are encouraged to talk about their families and past and present events in their lives. They gain 'Understanding of the World' (UW) through:

- photographs and pictures;
- listening to stories and memories of older people;
- talking about their own experiences and discovering the meaning of new and old in relation to their own lives;
- role play;
- sequencing events to gain a sense of time;
- Reading/hearing others read.

## **6 Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing awareness of the past and using common words and phrases relating to the passing of time. Pupils should:

- know where the people and events they study fit chronologically;
- identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms;
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events;
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

## **7 Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## **8 Recording of History**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

## **9 Classroom management**

The history curriculum flexibly adapts units selected from the Hamilton Trust programme of work which is regularly reviewed to ensure current initiatives are included.

Planning is completed on the school medium term plan pro-forma to illustrate skill development, lesson content, learning objectives, resources, differentiation and assessment. As we understand that there are many different history abilities in each class, we ensure that each unit of work has sufficient differentiation to allow all children to work at their level of challenge. Planning is kept in the shared area on the school server.

History is generally taught in alternate half terms, alongside geography. History is taught once a week, although this can be 'blocked' if appropriate.

## **10 The contribution of history to other subjects**

**History makes a contribution to all subjects, for example:**

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology using time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

### **Science**

Pupils learn about important historical milestones, for example, Edison/Swan's invention of the electric light bulb and Darwin's theory of evolution.

### **Art**

Art can be used as a primary or secondary source in supporting pupils' historical enquiry skills.

### **Geography**

The study of history can contribute to pupils understanding of local knowledge, place knowledge, human and physical geography and geography skills and fieldwork.

### **Computing/ICT**

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and other software, as well as presenting their

research as a film. Children have the opportunity to use the digital camera to record and use photographic images to aid the making of their film.

### **Personal, social and health education (PSHE) and citizenship and Spiritual, Moral, Social and Cultural Development**

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn about what is right and wrong; they learn about the role of the church and they find out how British society has changed over time.

When teaching history we contribute where possible to pupils' spiritual development. For example, when studying key events we may ask, "Why is Remembrance Sunday so important?" We also provide pupils with the opportunity to discuss moral questions. Our history provision helps our pupils to understand that Britain's rich cultural heritage can further be enriched by the multicultural society of today.

## **11 Inclusion**

### **Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

### **Differentiation**

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 levels. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages as expected in other curriculum areas;
- different levels of written or oral questions for pupils investigating photographic or other visual material;
- careful use of support for pupils with English as an additional language.

### **For our gifted and talented pupils we will expect:**

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

### **Teaching history to children with special educational needs and disabilities**

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including classroom organisation, teaching materials, teaching style and differentiation 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.

Intervention 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.

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.

## **12 Assessment for learning**

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 age related expectations and records this electronically in Classroom Monitor. This, and the children's books, are used to demonstrate progress and we pass this information on to the next teacher at the end of the year. At the start of each topic, pupils also complete mind maps which are added to as the topic progresses in order to show progress. This can be either a whole class mind map or an individual one, depending upon the age of the children.

Feedback to pupils should be provided about their attainment against history objectives. Pupils are encouraged to improve their own learning performance through the schools marking policy.

Teachers analyse the progress pupils have made in the units of work they have completed at the end of each school year to complete the annual report to parents/carers. The report takes the form of a summary of teacher's observations and continued assessments of the pupils at work and a level at which the pupil is currently working.

### **13 Resources**

Resources for history teaching are constantly updated. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research. There is also a bank of resources to assist teachers if they want to go on an educational visit, invite a guest or hire out a selection of resources suitable for their topic.

### **14 Roles and Responsibilities**

#### **The Governing Body:**

Determines, supports, monitors and reviews the school history policy.

#### **The Headteacher's role is to:**

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources.

#### **The History Subject Leader's role is to:**

- take the lead in the policy development;
- act as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor and evaluate pupils' work, pupils' views about the subject, displays and teachers' planning;
- write action plans;
- audit resources and ordering resources when needed;
- keep up to date with developments in history and disseminate information to the rest of the teaching staff;
- lead staff meetings as appropriate;
- attend relevant in-service training and prompt relevant training to others.
- The history subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfill this role.



**The Class teacher's role is to:**

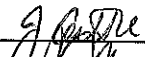
- be responsible for the teaching of history as set out in the policy;
- provide planning and reviews for the Headteacher and History co-ordinator to have access to;
- provide samples of history work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of history;
- identify training needs in history and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

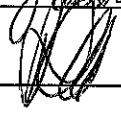
## **15 Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The History Co-ordinator is responsible for gathering samples of curriculum work, monitoring history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

This policy is due for review: October 2018.

The person responsible is the History Subject Leader.

Signed by Headteacher \_\_\_\_\_  \_\_\_\_\_ Date April 2016

Signed by Chair of Governors \_\_\_\_\_  \_\_\_\_\_ Date - -