

Thorn Primary School

History Policy



Introduction

This policy document reflects the school's values and philosophy in relation to the teaching and learning of History. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the scheme of work for History, which sets out in detail the topic areas and what pupils in different year groups will be taught.

Intent:

At Thorn we believe a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History is about real people who lived, and real events which happened in the past.

Aim:

By the end of Key Stage 2, at the age of 11, we strive for children to be able to:

- Have a curiosity and understanding of events, places and people in a variety of times and environments.
- To have developed an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To have learnt about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To have developed knowledge of chronology within which the children can organise their understanding of the past.
- 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 understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Implementation:

Curriculum

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. 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.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

Our 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 and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods 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.

Organisation

In order to achieve the schools aims for history, the National Curriculum is delivered. The school has a long term plan, which ensures coverage and progression across Key Stage 1 and Key Stage 2. Each class teaches one or two topics per academic year, which are adapted to the classes of children and link to other areas of the curriculum. See mapping grid for coverage of units. History is taught through class based work, group and individual questioning. In addition to history lessons, other areas of the curriculum may use historical content such as Literacy, Art and I.C.T.

Skills progression

Teachers use the skills and knowledge progression grid attached to ensure that skills relevant to the general needs of the pupils are taught. The skills being taught are identified on the teachers planning units.

Planning

Teacher plans are annotated and adapted to match the needs of the children. A copy of teacher's plans can be found in the teachers planning file and the History co-ordinators file.

Use of I.C.T

Each class has an interactive whiteboard, access to a bank of laptops. Teachers use a variety of programs and Internet resources to enhance the teaching of history.

Cross-curricular links

History contributes to the teaching of all National Curriculum subjects, especially subjects such as Literacy, Numeracy, I.C.T, Art, P.S.H.E and R.E. Teachers are actively encouraged to work in a crosscurricular and creative way, as long as the basic historical skills are being taught. Equal opportunities All pupils have access to the History curriculum, regardless of ability, gender, race or cultural background or any physical or sensory disability. It is the responsibility of all staff to promote good practice in equal opportunities.

Special Educational Needs

In planning teachers need to make all activities accessible to all children, through differentiation and support, regardless of children's Literacy and Numeracy levels. Able, Gifted and Talented At Thorn Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that it enables each child to reach their full potential. To meet the needs of individual able, gifted and talented pupils, a range strategies should be adapted that include:

- Setting
- Differentiation
- Adapting various teaching and learning styles
- Enrichment and extension opportunities

Resources

A detailed list of resources and their locations is available from the Co-ordinator. Resources are constantly being evaluated and updated by the Co-ordinator. Impact Assessment, record keeping and reporting arrangements

- History is assessed in line with the school's Assessment Policy:
- Teachers lesson evaluations include comments about group/ individual progress
- Teacher will identify children who are over and under achieving
- At Key Stage 2 teachers use the skills and knowledge grids to assess the children's understanding of the units taught and their development skills
- At Key Stage 1 teacher assessment activities are carried out using the skills sheets materials.
- In the Foundation Stage teacher assessment activities are carried out and recorded on the Foundation Stage Profile.
- Skills and knowledge sheets are collected termly to identify whole school areas of development and teachers use them to identify next steps in learning, address misconceptions and ensure full coverage of the curriculum to ensure progression

Role of the Co-ordinator

- Complete subject audit
- Monitor planning
- Observe/ monitor teaching, where possible or appropriate
- Undertake book sampling
- Organise and plan resources
- Contribute to the School Development Plan through the development of a subject action plan.
- Develop appropriate documentation
- Analyse the subject assessment data
- Identify training needs
- Plan and/ or lead INSET and staff meeting where appropriate
- Provide advice
- Liaise with the LEA's Advisory Service when necessary.
- Keep up to date with developments in History and disseminate staff