

History Policy



JOY SERVE ACHIEVE

'A people without knowledge of their past history, origin and culture is like a tree without roots.'

Marcus Garvey

I. Rationale

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

2. Policy

Incorporating the programmes of study from the National Curriculum, our History curriculum aims to:

- instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- develop an interest in the past and an appreciation of human achievements and aspirations.
- understand the values of our society.
- learn 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.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- 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.

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- 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.
- distinguish between historical facts and the interpretation of those facts.
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

3. Procedure

Learning & Teaching

Curriculum Implementation and Planning

EYFS

In the foundation stage, children learn about the past through books and story-telling as well as a range of source material including simple timelines, visitors and photographs. They are taught to identify the similarities and differences between things in the past and now and how to use the correct vocabulary to describe them.

The children are taught the key vocabulary, skills and knowledge to allow them to successfully access the national curriculum in Year 1.

Key Stage 1 and Key Stage 2

In Key Stage 1 and 2, one History enquiry is taught for half a term, during each full term. For the other half terms of the school year, Geography topics are taught in the same way. This enables pupils to focus on aspects of particular topics for a greater period of time, allowing for greater depth of study, rather than teaching both History and Geography topics simultaneously.

Methods of Teaching

A range of teaching methods ensure that the needs of different learning styles are met. This enables children to access a range of resources to develop their historical knowledge and understanding. 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.

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- go on visits to museums and places of interest.
- have access to secondary sources such as books and photographs.
- have visitors talk about personal experiences of the past.
- listen to and interact with stories from the past.
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- use drama and dance to act out historical events.
- are shown, or use independently, resources from the internet and videos.
- are able to use non-fiction books for research.

Cross-Curricular Links

Whilst learning about history children will need to access knowledge and skills from other curriculum areas. For example, they may need to draw upon data handling and computing knowledge; scientific skills or even speaking and listening, to debate cause and effect all in the application of their learning. All of these links need to be relevant and purposeful and emphasise that we cannot learn about history in isolation but also that whilst they are studying this subject the principles and disciplines of History are always central to what is being taught.

Assessment, Recording & Reporting

In History we assess the knowledge and skills of each year group, building upon their prior knowledge from previous year groups. This enables us to see progression of skills throughout the school and address any gaps in knowledge. We assess children's learning in history accumulatively by using formative assessment. On completion of a piece of work, possible examples might include - in action observations, discussions, photographs or written pieces - teachers mark the activity against the lesson criteria and comment as necessary. At the end of the enquiry question, the class teacher will make a summary professional judgement as to which outcomes are most appropriate and relevant to assess given the stage of learning of the pupil in question. This is then used as a basis for assessing the progress of the child at the end of the year.

4. Monitoring – Roles and Responsibilities

The Head teacher will:

- actively support and encourage staff, praising good practice and supporting staff development, CPD training (particularly for the History Leader) and acquiring resources.
- report to the governing body on the effectiveness of the policy at least annually and if necessary, make recommendations for further improvements.

The History Leader will:

- provide a coherent subject curriculum;
- monitor and evaluate the impact of the curriculum;
- monitor the quality of teaching and learning;
- use feedback from monitoring to develop an action plan for History with realistic and developmental targets;
- advise and support colleagues as need arises;
- audit, identify, purchase and organise all History resources, ensuring they are readily available and well maintained;
- document and review the agreed ways of working through a written policy document and a knowledge progression document;
- compile a portfolio of children's History work to evidence progression and examples of good practice for staff to refer to;
- to keep up to date with local, regional and national developments in the use of History in the curriculum
- promote History throughout the school.

The Class Teacher will:

- teach the subject with passion and enthusiasm;
- be responsible for the teaching of History as set out in the medium-term plan;
- uphold high standards of presentation;
- provide feedback that helps the child to move forward;
- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding.