

Slaithwaite CE J & I School



History Policy

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History Policy

Aims and Objectives

The aim of history teaching at Slaithwaite C of E Primary 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. This enables them to value their own and other people's cultures in the UK and around the world. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

The aims of history in our school 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 events in British history and to appreciate how things have changed over time.

To develop a sense of chronology.

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.

Teaching and learning

History teaching focuses on enabling children to think as historians. We place emphasis on children experiencing what life was like by dressing up and making meals from that period of history. 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.

Differentiation

We recognise that in all classes there are children of widely 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:

Using a skills based curriculum so we can identify where children are in their learning and where to move them in their learning next.

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 sometimes and setting different tasks for each ability group.

Providing resources of different complexity depending on the ability of the child.

Using teaching assistants to support children individually or in groups.

Providing frameworks to allow all children to meet their potential.

Curriculum planning

Long term plans

The long term plan maps out the history topics studied each term for each key stage. When choosing history topics teachers take in to account topics already covered as classes are sometimes of mixed year groups. They also take in to account the children's views from the yearly questionnaire about the curriculum. History is a subject enjoyed by most children and is very popular on the questionnaires. When planning for history account is taken of all other subjects to ensure cross curricular learning is planned for. This is to ensure children are able to engage in the topic fully.

Medium term plans

Medium term plans are completed for each topic and learning objectives are based on the skills children need to learn depending on their ability. Each class teacher takes in to account the needs of the children in that year group and also takes account of how the topic can link in other areas of the curriculum. The head teacher checks the plans every half term to ensure teachers are planning for all abilities and that teaching and learning is fun.

Foundation Stage

History is taught in the Foundation Stage as an integral part of the topic work covered during the year. The learning objectives are taken from the EYFS which underpin the curriculum planning for children in the Foundation Stage. History makes a significant contribution to the EYFS objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of old and new in relation to their own lives.

The contribution of history to other subjects

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 the Literacy 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, recounts, diaries 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 through doing activities such as time-lines.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail or Skype.

Personal, social and health education (PSHE) and citizenship

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 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 start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history topics enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Children with additional needs

At our school we teach history to all children what ever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for 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. Using a skills based curriculum ensures we are able to provide learning opportunities that are appropriate for each child.

Equal opportunities

In line with our Equal opportunities policy we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued and respected and challenged regardless or race, gender, religion, social background, culture or disability.

Assessment and recording

We assess children's work in history by making judgements against the skills planned over the half term for each level. This is done by using end of unit

assessments to record where children are in their learning and by using a tick sheet again with the skills on them that teachers use at the end of each lesson to ensure children are progressing in their learning.

Resources

There are sufficient resources for all history topics in school. Teachers usually store these in stock cupboards. The library also contains a range of books on each topic.

Risk assessment

Teachers take responsibility, for ensuring visits off the school site are safe by going on a pre visit and doing a risk assessment before each visit. Teachers also ensure children have appropriate footwear and clothing in line with our health and safety policy.

Monitoring and review

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each class. Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in teaching history, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Reviewed: September 2018

Next Review: September 2019