

# 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 past. Children gain an understanding of Britain's past and that of the wider world. History helps the pupils understand the complexity of people's lives, the processes of change and how our events of the past influence our lives today. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding. This enables them to value their own and other people's cultures in the UK and around the world. We teach them to think critically, ask lots of questions, think about different perspectives and delve deeper into history.

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 understand how Britain has influenced and been influenced by the wider world over time.
- To understand significant aspects of the history of the wider world.
- To understand methods of historical enquiry to allow them to use evidence, investigate, analyse and evaluate their knowledge.
- To develop a sense of chronology.
- To help children gain historical perspective and understand society and their place within it, so that they develop a sense of cultural heritage.

## **Teaching and learning**

History teaching focuses on enabling the children to think like historians alongside putting themselves 'in the shoes' of those in different periods of history. We recognise the importance of experiences in history teaching; we stimulate interest in the past by using stories, images, role play and cooking. We focus on helping the 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 the children are in their learning and where to move them in their learning next.
- Setting tasks which are open ended and can have a variety of responses, allowing the children to access it in their own way.
- Providing a range of engaging resources that suit all different learning styles to allow all children to meet their potential.
- Sometimes setting differentiated tasks for ability groups, and providing ETA support to individuals or groups.

## **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 work closely together to ensure planning takes into account topics already covered as classes are sometimes of mixed year groups. Planning also takes into 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; the children are always keen to learn. When planning for history, account is taken of all other subjects to aim for cross curricular planning where possible.

### **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 creates a topic overview showing how the topic can link to other areas of the curriculum. Planning takes into account the needs of the children in that class and ensures that teachers plan to engage all their learners.

### **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 developing a child's knowledge and understanding of the world. These objectives are covered through activities such as dressing up in historical costumes, exploring pictures or stories.

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

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting skills of reading, writing, speaking and listening. Children develop oracy through discussion historical questions or presenting their

findings to the class. Some of the texts that we use in Literacy are historical in nature and can influence their children's writing. They develop their writing ability by composing reports, recounts, diary entries and letters inspired by periods in history.

### **Maths**

History teaching contributes to the teaching of maths in a variety of ways. Children can experience using measures when cooking; Roman numbers and chronology of years and time-lines.

### **Computing**

Children have the opportunity to enhance their computing skills where appropriate to research information, use data handling and present work.

### **PSHE and British Values**

History supports the teaching of fundamental British values and contributes significantly to PSHE teaching. The children learn about, and practice their rights and responsibilities through discussions; debates and team work. Through this, they develop the confidence to voice their opinions, discover how to be active citizens in a democratic society and understand the rule of law. They learn to challenge stereotypes and respond to changes in society. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

### **Well-being**

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

## **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 of race, gender, religion, social background, culture or disability.

### **Children with additional needs**

At our school we teach history to all children regardless of their ability. History forms an exciting and engaging part of our curriculum providing a broad and balanced education for all children. Through our history teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different learning needs and style.

### **Assessment and recording**

We assess children's work in history by making judgements against the skills covered for each topic; this is done by using our assessment objectives grid. The teachers have a good understanding of the children's knowledge and ensure that they are progressing in their learning.

### **Resources**

There are sufficient resources for all history topics in school. Teachers can access these and explore the texts, artefacts and other stimuli when suitable for their class. There are also a range of books in school on all history topics.

### **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**

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. The history subject leader keeps samples of children's work throughout the year in a portfolio. These demonstrate what the expected level of achievement is in history for each year group. It also allows the subject leader to have an understanding of coverage across the year groups to support long term planning. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject and providing strategic lead and direction for the subject in the school. The leader gives the head teacher an action plan yearly in which they evaluate the strengths and weaknesses in the subjects and indicate areas for further improvement.

**Reviewed: September 2017**

**Next Review: September 2018**