

History Policy



1. INTRODUCTION

The structure of the implementation of the policy and development of a long term plan is the result of discussion with the full teaching staff and the history co-ordinator/

The governing body are ultimately responsible in overseeing that this policy is being effectively implemented. Their agents at school are the head teacher and history co-ordinator. All staff will be involved in the implementation of this policy.

2. PHILOSOPHY

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

3. EXPECTATIONS

At Molescroft Primary School our intention is to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A knowledge about significant events in British history and to appreciate how things have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- A knowledge and understanding of historical development in the wider world.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.

4. TEACHING AND LEARNING STYLES

It is our intension at Molescroft Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children more valuable experiences than studying history books. We also 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 the children to ask searching questions about the information they are given in order to understand the past.

We understand that children learn in a variety of different ways therefore the teachers employ a range of teaching strategies, which are appropriate to history. These include:

- Accelerated Learning Styles – visual, auditory, sensory...
- Open-ended tasks which can have a variety of responses.
- Providing resources of different complexity depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.

5. MAKING HISTORY RELEVANT

At Molescroft Primary School we ensure that areas of history are investigated in detail to avoid stereotyping the past. The lives of the rich and the poor are made clear within periods of time such as the Tudors and the Victorians. Our aim is to empathise with people in the past.

6. PLANNING

We use the QCA schemes of work for history as the starting point for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasing challenged.

Long term planning maps the history topics studied in each term in each year group. History has been allocated the following times:

	% of time	time per year
Key Stage 1	3.5%	32 hours
Key Stage 2	3.5%	32 hours

This time is then distributed across the media in which the children will work with as shown on the key stage long term plans for history. See the Long Term Curriculum Plan. Within the term the teachers decide how best to apportion the time allocation. Usually the work is taught as a block of lessons.

The QCA schemes provide good guidance of each unit of work for each year group. In key stage two the medium term planning follows a two year cycle as years 3 and 4, and years 5 and 6 carry out their historical study together.

Class teachers write a short term plan for each lesson using the accelerated learning format. The plans clearly state the objectives for the lesson.

Educational Visits are used within units of work wherever possible to enhance the children's learning opportunities.

7. HISTORY IN THE FOUNDATION STAGE

History in the foundation stage is taught under the umbrella of 'Knowledge and Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to Make sense of the world. In history the children work towards achieving the following Early Learning Goals:

- To find out about past and present events in their own lives, and in those of their families and other people they know.

8. CROSS CURRICULAR OPPORTUNITIES

In both key stages the positioning of the history units is designed to compliment the focus link for that term. For example in year one the unit 'What were homes and toys like long ago?' takes place in the spring term with the focus link 'Homes and Buildings'. The units are designed to coincide with work on homes in Design and Technology and materials in Science.

History contributes significantly to the teaching of other subject areas:

- Literacy – History actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within the literacy hour are historical in nature.

- ICT – Children use ICT in history to enhance their skills in data handling, presenting work and researching information using the internet.
- Dance – Children develop the knowledge of and learn dances relevant to periods of time they are studying. Eg.. Tudor Dance.
- Art – Children use their knowledge of periods they have studied to complete art units eg.. The Great Fire of London, Tudor Portraits and Greek Theatre Masks.

History also enhances other areas such as Science, Design and Technology and Geography through the positioning of the unit in the focus link.

9. ASSESSMENT, RECORDING AND REPORTING

Assessment is carried out in line with the schools Assessment Policy. Assessment is based on a single grid. This grid is displayed in the classroom via the Interactive Whiteboard. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson:

- Chronological Understanding
- Knowledge and Understanding of the Past
- Historical Interpretation
- Historical Enquiry
- Organisation and Communication

The system is intended to be oral for children in year one. As the tool is interactive, the grid may be annotated at the start of a unit and saved for future discussions at the end of a unit. Children in key stage 2 are required to justify why they believe they have attained a particular level, they then highlight their achievement on their personal grid. They are also encouraged to evaluate the work of others through the same system. Children in year two will mainly use the oral system but will have a go at completing individual grids towards the end of the year.

Please see 'Assessment Policy' for a copy of the Assessment Grid

We have developed the annual report to incorporate the on-going assessments of pupils' performance in units of work covered. These report formats are prepared in advance in accordance with the Long Term Plan. For each unit pupils' are assessed to have met the 'his' or 'her' expected

targets, exceeded them or not met them. This performance is measured against expectations for pupils' of their age.

10. EQUAL OPPORTUNITIES

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

11. ROLE OF THE CO-ORDINATOR

The history subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the short term planning and provide support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up-to-date with developments in history and disseminating information to the rest of the teaching staff.