

## Netherleigh and Rossefield School

# History Policy

September 2016

### 1 Aims and Objectives

1 To develop in children an appreciation of and interest in the past.

1.1 Our main objectives in the teaching of History are:

- To help understand that the past has an effect on the present (or, if you prefer, to understand the present in the context of the past).
- To help children develop a sense of identity by giving pupils an understanding of their own cultural roots and their shared inheritance.
- develop the skills of historical enquiry, including the ability to weigh evidence;
- develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation, and how to present their conclusions in the most appropriate way;
- develop the cross-curricular use of History in other subjects.

### 2 Teaching and Learning

2.1 We use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask, as well as answer, historical questions. They have the opportunity to use a variety of resources, such as maps, letters, original documents and photographs, and we enable them to use ICT in History lessons where this is appropriate to enhance their learning. Children take part in group work and discussions and they engage in problem solving activities.

2.2 We recognise the fact that there are children of widely different historical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended, and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping children by ability in the room, and setting different tasks for each ability group;

- Providing resources of different complexity adapted to the ability of the child;
- Using peer support – we partner pupils of disparate ability;

**2.3** We assess the children's progress informally during lessons.

### **3 History Curriculum Planning**

**3.1** We use the national programmes of study for History as the basis for our curriculum planning and we have adapted this to the local context of our school.

**3.2** Our curriculum planning is in three phases: long-, medium-, and short-term. Our long-term plan maps the History topics studied in each term during each Key Stage and Year group. The History subject leader works this out in conjunction with their teaching colleagues in each year group. In some cases, we combine the historical study with work in other subject areas, especially at Key Stage 1. At other times, we arrange for the children to carry out a historical study independently.

**3.3** Our medium term plans give details of each unit of work for each term. The History subject leader reviews these plans as necessary. As we have mixed-age classes, we do the medium term planning on a two-year rolling programme. In this way, we ensure that children have complete coverage of the Primary Curriculum, but do not have to repeat topics.

**3.4** Each class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. The class teacher keeps these individual plans, and can discuss them with the History subject leader on an informal basis.

**3.5** We plan the topics in History so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

**3.6** Over the course of the 2016-17 academic year, we are developing a new History scheme of work within school, which is based on the objectives of the Primary National Curriculum. Aspects of this new scheme of work are being incorporated into lesson planning during the 2016-17 academic year. The new History scheme of work will be implemented in full for the beginning of the 2017-18 academic year.

### **4 The Early Years Foundation Stage**

**4.1** We teach History in reception classes as an integral part of the topic work covered during the year. As the Reception class(es) is part of the Foundation Stage, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged two to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge of the past.

### **5 The Contribution of History to Teaching in Other Curriculum Areas.**

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**5.1 English:** History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in Literacy are historical in nature.

**5.2 Mathematics:** History in our school contributes to the teaching of mathematics in a variety of ways, notably through the use of timelines.

**5.3 ICT:** We make provision for the children to use the computers as part of a History topic where appropriate. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographs.

**5.4 PSHEE & C:** History contributes significantly to the teaching of PSHCEE & C. The nature of the subject means that children have the opportunity to take part in debates and discussions. History in our school promotes the concept of positive citizenship.

**5.5 Spiritual, Moral, Social and Cultural Education:** We offer children in our school opportunities to examine the fundamental questions in life through the medium of History. History contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study. Throughout all topics covered is an appreciation of the fact that lessons learned from historical events should influence modern life.

## **6 Teaching History to Children with Special Educational Needs**

**6.1** At our school, we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to 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.

**6.2** We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside of school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment and Recording**

**7.1** Children demonstrate their ability in History in a variety of different ways. Younger children might dress up in costumes to represent different parts of the world, whilst older pupils might research different sources of energy, using the Internet and do a class presentation. We assess work in History by making informal judgements as we observe a piece of work during lessons. Once the children complete a piece of work, we mark and give written or verbal feedback, to help guide progress.

**7.2** The class teacher stores the children's History work in their topic folders or books.

## **8 Resources**

**8.1** We have sufficient resources to be able to teach History. We keep these resources in individual classrooms to teach each unit of work. The school has sets of textbooks, covering different time periods, which are kept in the Archive room, and the library has a supply of History books.

## **9 Monitoring and Review**

**9.1** It is the responsibility of the Senior Management and History subject leader to monitor the standards of children's work and the quality of planning and teaching in History. This may also involve supporting colleagues in their knowledge and understanding, keeping up to date with developments in the subject, and providing a strategic lead and direction for the subject in the school, as well as reviewing strengths and weaknesses, and indicating areas for development.