

KINETON GREEN PRIMARY SCHOOL



HISTORY POLICY

JUNE 2018

Aims for History

History fires pupils' curiosity about the past in Britain and the wider 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, pupils 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.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

In history, pupils 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.

How History Promotes the General Aims of the School

In our teaching of History we aim to:-

- ensure staff and pupils enjoy engaging in historical discovery
- provide an opportunity to build on pupils' natural inquisitiveness by encouraging them to ask historical questions
- stimulate an interest in, and curiosity of, the past, helping pupils to develop a sense of identity by learning about the people and events which have had an impact on the development of the local area
- develop pupils' awareness of the past and of the ways in which it was different from the present
- help pupils to understand some of the ways in which they can find out about the past and begin the process of developing a chronological framework
- develop an independent approach to learning whilst engaging in pupils' historical enquiries, by gathering, selecting and analysing a range of types of information
- encourage parents to take an active part in the processes of investigation and learning
- support the teaching of history by using interactive materials and ICT.
- make links between history and other subjects, embedding history into the curriculum (curriculum development)

The Place of History in the Curriculum

History is one of the National Curriculum Foundation subjects. We aim to provide rigour, depth and appropriate coverage of the programmes of study, in order to ensure progression and continuity across the Key Stages.

History, alongside Geography, forms a major basis of the programme of termly topics. Other subject areas are also incorporated, where appropriate.

Cross Curricular Links

In light of the new curriculum (2014) History will be taught 'cross curricular' and linked to 'themes'. These 'themes' will be supported by Cornerstones

Links to National Curriculum Core Subjects

History continues to provide the context within which numeracy and literacy skills can be applied and practised.

Numeracy

- e.g.
- * the passing of time
 - * chronological sequencing
 - * measuring - time lines
 - * recording
 - * interpretation/ analysis of data

Literacy

- e.g.
- * vocabulary extension
 - * non-fiction reading and writing
 - * developing speaking and listening skills
 - * reporting
 - * labelling and caption writing
 - * study of documents
 - * research and note taking
 - * speaking and listening skills - questioning, role play and drama

Science

- e.g.
- * natural and man-made materials
 - * light and heat sources
 - * transport

Computing

- e.g.
- * research using the internet and ICT based documents
 - * presenting information
 - * data collection
 - * making things happen (interactive programs)

Links to other National Curriculum Foundation Subjects - include such examples as :-

- Music - instruments, music and songs from the past
- Geography - study of maps
 - comparison of features - now/then
 - plans of rooms and buildings
- RE - religious buildings
 - festivals and traditions
- DT - constructing replica artefacts
- Art - observational drawings, looking at the work of famous artists e.g. Bruegel
- - recreating aspects of the past from pictures and photographs
- PE - role play in character
 - period dance
- PSHE - attitudes towards children in the home and school environments
 - work expectations (see later section)

Time Allocation

History is taught as an integral part of topic work in the Foundation Stage. (Knowledge and Understanding of the World) In Key Stage 1 (Year 1 and Year 2) approximately 1 hour per week is allocated to the subject. In Key Stage 2, where appropriate, the subject is delivered in blocks of work maintaining an overall time allocation within a term.

Teaching and learning

The Scheme of Work for History identifies the skills, knowledge and understanding of :-

- past events, people and changes in the past
- historical interpretation
- historical enquiry
- chronological understanding
- organising and communicating

Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

4.2. Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

4.3. Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.

- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

The medium term plan incorporates specific learning objectives (skills, knowledge and concepts), suggested activities, outcomes and opportunities for assessment.

A further feature of this mid-term planning is the identification of an appropriate programme of visits, visitors and field trips, in the locality and further afield.

Medium term plans have been developed by staff as part of an on-going process and are subject to regular review and evaluation, in consultation with the subject leader as part of the monitoring role. 'Cornerstones' ILPs provide ideas and opportunities for developing units of work but must be managed carefully to ensure curriculum coverage.

Weekly short-term planning and classroom organisation are the responsibility of class teachers, working in close co-operation with other key stage members and in consultation with the subject leader where necessary. Short terms plans are stored centrally on the system (w:// drive, year group specific planning folders) for future use and development.

Assessment

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria.

The History Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

Formative assessments and record keeping are an integral part of the medium term plan, where outcomes are linked directly to learning objectives. Each class teacher has the responsibility for assessing, recording and reporting pupils' progress and attainment in History.

The lessons learning objectives should always be shared with the pupils and achievements reviewed in the plenary.

Success criteria are also to be shared with the children either orally or in writing.

Assessments are made in a variety of ways including pupils' drawing, writing and discussion.

Safety

All activities both within and beyond the classroom will comply with the guidelines in the schools' Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner, showing respect for artefacts, other people and the environment. All adult helpers on visits and field trips are fully briefed as to the learning objectives of the project and the extent of their responsibility.

Resources

Children will have the opportunity to use a range of resources :-

- artefacts
- timelines
- pictures
- photographs
- documents
- books
- ICT

Resources for History are stored in a central area, together with those for other curriculum subjects (Art, RE, and Geography). Each history topic has an individual resource box that is labelled.

It is each teacher's responsibility to ensure resources are returned to this area after use. Resources are frequently supplemented by items brought in by staff. The subject leader will purchase additional resources, when possible, from the yearly allocation of finances.

Any website resources or ICT based resources will be saved centrally on the school system for future reference.

S.E.N.

It is our school policy to provide equal opportunities in History and to sensitively meet the needs of all pupils regardless of age, gender, race or having a disability. All children are encouraged to explore all roles and activities and when possible, appropriate aids, staffing resources and arrangements are made available to support children with a special need.

Equal Opportunities

The History curriculum follows the schools policy to allow equal access to benefits, facilities and services, to prepare all pupils to contribute positively to society, to develop respect and understanding, to encourage challenge of stereotypes, and to have high expectations of all regardless of social background, sex, ability or culture.

We endeavour to ensure that historical characters studied are representative of both men and women, and that other cultures are addressed.

Opportunities for Developing Links with PSHE

History offers the opportunity to look at varying attitudes and values that may have changed over time.

- e.g. - attitudes towards children in the home and school environments
- work expectations

To support pupils' understanding of the world in which they live, the study of history will focus on people and societies with different beliefs, values and priorities. History is about investigating clues to the past in an attempt to explain why people acted as they did. It is about real people and real events. Within the history medium term planning there are specific PSD links highlighted.

Home/School Links

Parents/Carers are also welcomed to support children within the classroom environment and on visits and field trips.

Additional history homework may be given. This tends to be in the context of seeking information and resources to support classroom activities.

Reports to parents should make reference to pupils' progress in the key elements.

The Role of the History subject leader

The role of the History subject leader is that of a subject manager, having responsibility for :-

- planning and organising History throughout the school via Schemes of Work
- preparing and reviewing Policy for the teaching of History
- monitoring and evaluating the implementation of Policy and Planning through informal discussion at the planning stage, pupil interviews, work scrutiny and lesson observations.
- reviewing and revising mid-term plans
- overseeing the assessment and recording of pupils' progress in History
- monitoring standards, continuity and progression through pupil interviews, work scrutiny and lesson observations.
- providing guidance to teachers on content, methodology and resources
- auditing and organising resources
- maintaining a subject portfolio which represents range of ability
- attending relevant in-service training and disseminating information to other staff
- reporting and planning subject development annually via the School Improvement Plan
- liaison with the Headteacher