

## History Policy

This policy is a whole school policy including EYFS

### 1 Aims and objectives

**1.1** The aim of history teaching here at Springmead School is to stimulate the children's interest and understanding about the events and lives 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. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

**1.2** 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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- 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.

### 2 Teaching and learning style

**2.1** History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. 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.

**2.2** We recognise the fact 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:

- 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 in mixed ability groups to encourage drawing on their individual strengths and to learn new skills from others.
- providing resources of different complexity depending on the ability of the child;
- often using teaching assistants to support children individually or in groups.

### **3 History curriculum planning**

- 3.1** We are planning our History to link with our theme for the half term/term. The planning uses the National Curriculum Learning Objectives for the different Key Stages. Hamilton Trust File can be a good starting place but teachers use a wide variety of resources, including Espresso which has many history sources. Also the school is a member of the History Association where resources and plans can be found.
- 3.2** The long-term plan maps the themes covered each term for the different Key Stages.
- 3.3** Our medium-term plans, gives details of each unit of work for each term and include tasks for each theme.
- 3.4** The class teacher chooses elements of the medium term plan for each history lesson and details these on the lesson/daily plan as well as lesson content and activities including differentiation.

### **4 Foundation Stage**

- 4.1** We teach history in the foundation stage as an integral part of our topics. The objectives are set out in the Early Years Foundation Stage as Understanding the World. 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 new and old in relation to their own lives.

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

#### **5.1 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 lessons 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 and letters and through using writing frames.

#### **5.2 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 timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of wars by analysing population statistics. Roman numerals are also learnt and used.

#### **5.3 Information and communication technology (ICT)**

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. We make use of the Interactive White Board and its resources to enhance learning opportunities. Children have the opportunity to use the iPads to record and use photographic images. Espresso has many history resources that can be used by children and staff.

## **5.4 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.

## **5.5 Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development where possible, for example, with the Key Stage 1 unit of work, 'Remembrance Day'. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Elizabethan times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

**Art, Science, Geography and R.E**, contribute to many aspects of the themed curriculum.

## **6 Teaching history to children with special needs and disabilities**

**6.1** We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children.

## **7 Assessment and recording**

**7.1** We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil. We use this as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. Assessment for Learning is also used through theme lessons.

**7.2** The history subject leader keeps samples of children's work in a subject leader file that is collected during subject scrutiny meetings. These demonstrate what the expected level of achievement is in history for each age group in the school.

## **8 Resources**

**8.1** There are sufficient resources for all history teaching units in the school. We keep these

resources in a box for each theme. The library and theme books contains a good supply of topic books to support children's individual research.

## **9 Monitoring and review**

The role of subject leaders is to:

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through leveling and scrutinizing work
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and principal;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the principals to produce a development plan for the subject which links the whole school objectives;
- review policy annually;

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

This policy is the principal's ongoing responsibility and reviewing its effectiveness annually in consultation with the staff.

**Signed:**

**Date:**