

Grange Primary School

History Policy

1 Aims and objectives

1.1 The aim of history teaching at Grange Primary School is to stimulate the children's interest and understanding about the life 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 objectives of teaching 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 know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- to know and understand significant aspects of the history of 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 that in all classes children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

3 History curriculum planning

- 3.1** We use the “Focus Learning Challenge Curriculum” which is based on the National Curriculum requirements for history as the basis for our curriculum planning, adapting this to our local context where necessary. History is taught as a coherent, chronological narrative, from the earliest times to the present day. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.
- 3.2** We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- 3.3** We use the “Focus Learning Challenge Curriculum” as the basis for our medium term plans using relevant questions as drivers. The questions encourage the children to develop the skills necessary to gain the required knowledge. Topics are decided in year groups and the relevant skills that are to be covered. The medium-term plans are placed on the server and can be accessed by other members of staff. The history team review the topics, skills and planning covered on a regular basis.
- 3.4** Each class teacher plans lessons that cover the specific learning objectives, skills and expected outcomes for each lesson. The class teacher often discusses these with a member of the history team within their unit on an informal basis.

4 The Foundation Stage

We teach history in the foundation stage as an integral part of the topic work covered during the year. We follow the revised EYFS curriculum 2013 and we relate the historical aspects of the children’s work to the objectives set out in the Knowledge and Understanding of the World area of the curriculum. History makes a significant contribution to 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 vocabulary (‘new’ and ‘old’, for example) in relation to their own lives.

5 The contribution of history to teaching in other curriculum areas

5.1 Literacy

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in literacy lessons are historical in nature. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class and the use of 'hotseating'. They develop their writing ability by composing reports and letters, and through using writing frames.

5.2 Numeracy

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. For example, they study the impact of the plague by analysing population statistics.

5.3 ICT

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, consulting *Encarta* and presenting information through *PowerPoint*. They can also use interactive timeline software, and they can make creative use of the digital camera to record photographic images. For example, they might do some image manipulation by importing a digital photograph of themselves into a photo-editing program, along with a figure in period costume and some historical background scenery. Role-playing software can engage children in visual scenarios which they can direct themselves.

5.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 they start to develop tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

In our teaching of history we contribute where possible to the children's spiritual development. We provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about 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.

6 Teaching history to children with special needs

At Grange Primary School we teach history to all children, whatever their ability and individual needs. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in history

takes into account the targets set for children in their Individual Education Plans (IEPs).

7 Assessment and recording

- 7.1** Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a *PowerPoint* presentation based on their investigation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- 7.2** Once a child completes a piece of work, the teacher will mark and comment in accordance with the marking policy. Once they complete a whole unit of work, the skills that have been taught are assessed and recorded on the Focus Learning Challenge Assessment tracker in accordance with the school policy. These are then used to assist in future planning and to assess appropriate progression.
- 7.3** The history team keep samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

8 Resources

History resources are kept in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research. Any additional resources needed to support the topic areas of the new National Curriculum will be ordered if necessary.

9 Monitoring and review

- 9.1** Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history team. The work of the team also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history team leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.
- 9.2** This policy will be reviewed every two years.

Signed:
Teacher/Coordinator

Date: