

All Saints Upton C.E. Primary School Policy for History

Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning of History at All Saints Upton C.E. Primary School.
- It was developed during the summer of 2013 by the teaching staff.
- This policy was reviewed in the spring of 2016. A schedule for the review of this, and all other policy documents, is set out in the school's Development Plan.
- It was approved by the governing body on

What is History?

- History is the written record of the development of human societies.

Aims:

Our aims in teaching History are that all children will:

- understand that the society in which they live has been shaped by developments in the past;
- learn about the roles that individuals, movements and events have played a role in shaping modern society;
- learn to study historical evidence, asking questions and solving problems;
- develop the ability to communicate historical knowledge and understanding, orally, visually and in writing using appropriate techniques and vocabulary;
- appreciate how and why some aspects of the past are subject to different interpretations.

Principles for the Teaching and Learning of History

- ❖ History is important because:
 - it is the body of knowledge essential to our understanding of the development of the modern world;
 - the information handling skills developed through the study of history have a wide application to everyday life;
 - historical awareness facilitates responsible participation in society.

- ❖ History is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in 'History in the National Curriculum' at Key Stages 1 and 2, where they help to establish clear narratives within and across a range of historical periods.

Breadth of Study:

During Key Stage 1 pupils learn about changes within living memory. They find out about significant men, women, children and events from the past and events from the recent and more distant past including those of significance to their own locality. At Key Stage 2, pupils are taught knowledge skills and understanding through a local history study, a range of significant periods in British history, a study of an ancient civilisation, a study of a non-European society and the development of themes throughout longer stretches of British History.

Strategies for the Teaching of History

- THE HISTORY CURRICULUM IS ORGANISED on a topic basis where:
 - History is delivered through a one year cycle as part of the Creative Curriculum.
 - Whilst History may not be taught in every topic, the balance of topics throughout the year will ensure coverage of the year's objectives.
 - Approximately 1.5 hours per week is spent on History during the periods that it studied

A VARIETY OF MODES OF WORKING IN HISTORY are used including co-operative group work, individual work and class teaching. Within this structure:

- groups are usually of mixed ability;
- relevant discussion is encouraged;
- groups are encouraged to communicate their findings in a variety of ways.

THERE IS NO SPECIALIST TEACHING IN HISTORY, it is taught by class teachers.

CLASSROOM HELPERS ARE USED IN HISTORY to assist on outings and visits.

COMMERCIALY AVAILABLE SCHEMES OF WORK are not used in History.

PUPILS WITH SPECIAL NEEDS receive extra support in the classroom from the class teachers.

Such pupils include:

- pupils with language/communication difficulties who are given support with reading and writing during History lessons;
 - pupils with particular ability and flair for History who work more quickly through the levels of the National Curriculum are extended through the use of supplementary activities.
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- HOMEWORK is used to support the theme through tasks such as:

- finding answers to questions posed in school through the use of books (libraries) and interviews with friends and family;
- bringing artefacts from the home environment into school for display and discussion;
- completing a topic based homework project that consolidates learning in school.

THE EMPHASIS IN OUR TEACHING OF HISTORY is on developing a range of study skills allowing children increasingly to take control of their own learning.

Thus:

- information handling skills, including the use of a range of source materials are taught;
- resources are made readily available and accessible;
- pupils are encouraged to communicate their findings to others using a variety of methods include written or verbal reports and use of graphs or pictures.

HISTORY IS CELEBRATED in display and presentation including:

- displays in the classroom and around the school;
- historical drama.

Strategies for Ensuring Progress and Continuity:

PLANNING IN HISTORY is a process in which all teachers are involved, wherein;

- the foundation for curricular planning is the School Development Plan, developed through a process of collaboration between staff, and approved by governors;
- a cycle of topic plans for the year is drawn up by staff working groups and is carefully balanced to ensure full coverage of the National Curriculum 2000;
- schemes of work for History are developed by the Enjoyment and Achievement Team (in collaboration with the whole staff) and integrated within the topic cycle (see Appendices for details);
- a termly staff meeting is used to discuss the History curriculum as part of the Creative curriculum to ensure consistency of approach and of standards;

- work plans are drawn up by individual teachers for each topic. These are monitored by the Headteacher or Deputy Headteacher.

THE ROLE OF THE History Co-ordinator is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in History through the school;
- support colleagues in their development of work plans and implementation of the scheme and record keeping activities;
- monitor progress in History and advise the Headteacher on action needed;
- take responsibility for the purchase and organisation of central resources for History;
- keep up-to-date with development in History and disseminate information to colleagues as appropriate.

FEEDBACK TO PUPILS about their own progress in History is achieved through the marking of work.

Effective marking:

- aims to help children learn, not to find fault, and comments are positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary accord to age and ability.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task;

- short tests in which the teacher gives questions orally and pupils write answers;
- specific assignments for individual pupils;
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting

RECORDS OF PROGRESS IN HISTORY for each child contain:

- appropriate assessment criteria for the learning objectives built into each Unit of Work where an assessment sheet is completed by the class teacher.
- copies of the assessment sheet which are handed to the:
 - Head or Deputy Headteacher;
 - History co-ordinator.

THE class teachers identify pupils who are consistently failing to meet achievement criteria and work with the History Co-ordinator to identify the cause.

Strategies for the Use of Resources:

CLASSROOM RESOURCES IN HISTORY include:

- time lines
- various other materials relevant to the scheme of work for that class.

CENTRAL RESOURCES IN HISTORY are the responsibility of the Enjoyment and Achievement Team and designated History teacher. They include:

- a variety of historical source materials such as census data, artefacts and pictures.
- Visits to museums and historical sites are an integral part of the Programme of Study for History and are carefully planned to support classroom activities.

INFORMATION TECHNOLOGY is a resource which is used in History for:

- communicating information (word processing and graphics/drawing packages);

- handling information (databases - notably census data or parish records);
- modelling (simulations - of archaeological and historical investigations).

THE LIBRARY houses a substantial stock of books on historical subjects and is used regularly for reference. Sets of books are borrowed on a termly basis from the County Library Services to support topic work.

THERE ARE NO SPECIFIC HEALTH AND SAFETY ISSUES IN HISTORY but safe working practices are followed at all times and in all subjects.

Appendices may include:

- a list of centrally held resources for History;
- schemes of work;
- book lists;
- planning sheets;
- guidance notices for teachers on various aspects of History teaching;
- lists of available reference books of teachers on the teaching of History.

Equalities Act

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Signed Fran Mc Bride
Chair of curriculum committee
Date 15th July 2013