

HISTORY POLICY



Reviewed September 2017

History Policy

1 Aims and objectives

1.1 A high-quality history education should inspire pupils' curiosity to know more about the past. History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. The aim of history teaching at Kenmore Park Infant and Nursery School is to stimulate pupils' interest and understanding about the life of people who lived in the past. We teach pupils a sense of chronology and through this they develop a sense of identity and a cultural understanding. They learn to value their own and other people's cultures in modern multi-cultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. We teach pupils to understand how events in the past have influenced our lives today. We also teach pupils to investigate past events in order to develop the skills of enquiry, analysis, interpretation and problem solving.

Article 29: A right to get better at things.

1.2 In teaching history our aims are:

- to foster in pupils an interest of the past and to develop an understanding of the changes within & beyond living memory both nationally and globally;
- to enable pupils to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology within which the pupils can organise their understanding of the past;
- to encourage pupils to use common words and phrases relating to the passing of time;
- to enable pupils to identify similarities and differences between ways of life in different periods;
- to help pupils understand society and their role within it;
- to help pupils learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
- to foster in pupils an interest of famous people from the past and present, including those who have contributed to national and international achievements;
- to develop pupils understanding of how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- to develop pupils' understanding of how the past influences the present;
- to develop pupils' skills of enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and learning style

2.1 History teaching focuses on enabling pupils to think of themselves as historians. We place an emphasis on examining historical artefacts and primary sources, whether this is through pupils going on school trips or visitors coming into school to talk about/re-enact experiences of events in the past.

A variety of teaching methods are used to develop the children's understanding and knowledge. These include cross curricular links with other curriculum areas, group work, drama and role play. We recognise and value the importance of stories and other sources of information (pictures, artefacts, photographs, oral and written accounts) as an important way of stimulating interest of the past. We focus on helping pupils understand that historical events can be interpreted in different ways and encourage them to ask and answer questions about the information they are given. A wide range of questioning techniques is used, including open ended questions, to enable pupils to use higher order thinking skills.

- 2.2 We recognise the fact that in all classes there are pupils of widely different abilities in history and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:
- setting common tasks which are open ended and can have a variety of responses.
 - setting tasks of increasing difficulty, thus providing challenge;
 - grouping pupils by ability and setting different tasks to suit each ability group;
 - providing resources of different complexity depending on the ability of the child.
 - using classroom assistants to support pupils individually or in groups.

3 History curriculum planning

Article 28: You have the right to a good quality education.

- 3.1 History is a foundation subject in the National Curriculum. We use the Scholastic Planning Guide Framework as the basis for our curriculum planning, using the objectives taken from the National Curriculum for implementing the requirements of the programme of study for history.
- 3.2 The curriculum planning in history is in three phases (long term, medium term and short term). The long term plan maps the history topics studied during each year group and key stage. The humanities coordinator works this out in conjunction with teaching colleagues in each year group. There will be instances where history will be incorporated within other subject areas. The long term history plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum.
- 3.3 Our medium term plans give details of each unit of work for each term, including key learning objectives - adopted from the Scholastic Planning Guide Framework - and a series of lessons that can be worked through to achieve this. The humanities coordinator, in collaboration with staff, reviews these plans on a regular basis and where necessary, plans are modified and updated.
- 3.4 The class teacher is responsible for the short term planning, identifying in their plans aspects of the medium term plans to be covered in the lesson. These detailed lesson plans will list the specific learning objectives and learning outcomes for each lesson. Evaluation of these lessons will help to inform future planning. Individual teachers may choose to adapt or enrich activities to suit the needs of their class or individual pupils. The class teacher can discuss these plans with the humanities coordinator on an informal ad-hoc basis.

- 3.5 We plan the topics in history so that they build upon pupils' prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit. We build progression into the scheme of work so that pupils are increasingly challenged as they move up the school.

4. Foundation Stage

- 4.1 In the Foundation Stage we teach history in the nursery and reception classes as an integral part of the topic work covered during the year. History makes a significant contribution to developing pupils' knowledge and understanding of the world. Pupils have an opportunity to find out about their families, past and present events in their own lives and to discover the meaning of new and old in relation to their own lives and cultures. We relate the history elements of the pupils' learning to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. History makes a significant contribution to the development of each pupil's knowledge and understanding of the world.

5. The contribution of history to teaching in other curriculum areas

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. Pupils develop oracy through discussing historical questions or presenting their findings to the rest of the class. History lessons provide valuable opportunities to reinforce what pupils have been learning during English and allow them to use their literacy skills in a different context. They develop their writing abilities by composing reports and letters and through writing frames.

5.2 Mathematics

History contributes to the teaching of mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through time line activities.

5.3 Computing

Article 13: You have the right to find out things and share what you think with others.

Pupils use computing in history to record, present and interpret data, to modify and evaluate their work, and to improve its presentation enhance their skills in data handling and in presenting work. As a secondary source, pupils can use appropriate software, for example, Espresso to gather information to support their history learning. We also offer pupils the opportunity to use digital cameras (Tuff-Cam).

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

Through the study of history, pupils participate in a range of independent and collaborative learning experiences. They gain experiences that help them to make connections between themselves, their communities and the wider world and develop an

awareness and understanding of a range of people and cultures and a respect for many different attitudes, views and beliefs. We give pupils opportunities to explore current issues within a historical context to make sense of the world around them and develop the skills and attitudes necessary for active involvement as citizens.

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

We will ensure that pupils are provided with a broad and balanced curriculum. Our school's history curriculum, lessons and materials will support equality of opportunity and an inclusive attitude towards all learners. When teaching history, we contribute to the pupils' spiritual development where possible, for example, "*What are we remembering on Remembrance Day?*" History contributes to the pupils' appreciation of what is right and wrong by raising many moral and thought provoking questions.

History and inclusion

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

- 6.1 At our school we teach history to all pupils, whatever their ability or individual needs. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. Our history teaching and assessment enable us to consider a range of factors to support and aid pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language - classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the pupils to learn more effectively. We will also take into account the targets set for individual pupils in their Education Support Plan.

7 Assessment and recording

- 7.1 We assess the pupils' work by making informal judgements as we observe the pupils during history lessons. Pupils are expected to know, apply and understand the matters, skills and processes as specified in the National Curriculum programme of study. Teachers will also assess the pupils understanding by discussion and questioning. Once the pupils complete a piece of work we will mark their work and give feedback as per the school's marking policy. Formative assessment will be continuous and on-going throughout each unit of work to inform future planning. Tasks will sometimes be set as an assessment opportunity, usually at the end of the unit. At the end of a unit we will look at the learning outcomes and use this as the basis for assessing the pupils' progress. This information will be shared with the parents at the end of the year and will inform parents of their child's progress and attainment. Foundation Stage pupils are assessed through the Early Years curriculum.

7.2 The humanities coordinator keeps copies of annotated work samples across the year groups that are compiled in a history portfolio and levelled using the NC level descriptors to demonstrate knowledge of standards across the school in history.

8 Resources

8.1 A range of resources are available within the school. These are regularly monitored and updated to support the children's learning in history. We keep these resources in a central store, easily accessible to members of staff. Computing is also a resource used in history.

9 Monitoring and Review

9.1 The humanities coordinator is responsible for monitoring the standard of pupils' work and the quality of teaching in history, ensuring that teachers' plans focus on the development of key skills whilst promoting the whole school development priority of raising standards in the basic skills.

9.2 The humanities coordinator is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing direction for the subject in the school. Reviewing samples of pupils' work, interviewing pupils about their learning experiences and visiting classes to observe teaching in the subject will form part of the school monitoring policy and self evaluation process.

Responsible person: Shereen Amey

Date: September 2017

Date of next review: Summer 2020.