



History Policy

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History Policy

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1 Aims and Objectives

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The National Curriculum for History aims to ensure that all pupils:

- 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
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

2 Teaching and Learning Styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and the opportunity to visit sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We recognise the importance of stories in History teaching and we regard this as an important way of stimulating interest in the past. Pupils are given opportunities to apply their computing capability through the use of the Internet, the tablets and the Interactive Whiteboards.

We recognise the fact that there are children of different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

3 History Curriculum Planning

We use the National Curriculum for History for guidance, as revised in 2014, as the basis for our curriculum planning. We have adapted the national scheme to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we plan progression into the scheme of work so that the children are increasingly challenged as they move up the school.

Our long-term plan maps the History topics studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term. In Key Stage 2, we do the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

4 Foundation Stage

We teach History in the Foundation Unit as an integral part of the new EYFS curriculum through the many topics covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG), as set out in the Early Years Outcome document which underpins the curriculum planning for the children. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at pictures of famous people and looking at our own families.

5 Links to Other Curriculum Areas

5.1 English

History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in class are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class.

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 examining timelines.

5.3 Computing

There are many ways in which computing can be used to enhance the History curriculum:

- Research on the internet / Tablets/ iPads
- Use of databases to analyse and present information
- Use of video and sound recording equipment
- Digital photography
- Use of the Interactive Whiteboards
- Sharing on Twitter

5.4 Personal, Social & Health Education (PSHE) 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 human rights and democracy.

5.5 Spiritual, Moral, Social and Cultural Development

When teaching History, we contribute to the children's spiritual / moral development where possible, e.g.

- Key Stage 1 – Remembrance Day

- Key Stage 2 – John Bley’s contribution to our village / influence of the Greeks on modern Britain

6 Assessment and Recording

We assess the children’s work in History by making informal judgments as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as per school policy. Assessments are made after each subject is completed, based on Curriculum 2014 expectations. These are kept for each individual child in their topic books. Parents are informed of particular strengths or weaknesses in History in our end of year reports.

The History Co-ordinator keeps samples of children’s work in a portfolio, which shows the expected range of achievement for each year group throughout each school year.

7 Resources

We have sufficient resources in our school to be able to teach all the History Units we cover and the stepping stones for knowledge and understanding in the Foundation Stage curriculum. We keep these resources in a central store. In the library, we also have a good supply of History topic books to support the children’s individual research, and we actively build on this collection.

8 Monitoring and Review

The History Co-ordinator is responsible for monitoring the standard of the children’s work on a regular basis. They are also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate time for the vital task of reviewing samples of children’s work.

They also assist the Headteacher in monitoring the subject and in identifying any training or professional development needs.

9 Special Needs Provision / Enrichment and Challenge

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge.

At Brookside School, we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our History teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Intervention Plan.

History provides excellent opportunities to enhance the learning of pupils who have been identified as benefitting from further enrichment and challenge through the development of higher order thinking skills, creativity and self-expression. The class teacher will identify pupils who show a particular talent for History and both the Enrichment and Challenge Co-ordinator and the History Co-ordinator will be informed.

10 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

11 Policy Review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.

