

History Policy

Date agreed by Governors: _____

Review date: _____

Governor signature: _____

Date of next Review: June 2018

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



Aims and objectives:

The aim of history teaching here at St. Michael's Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children about chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We use a timeline to give the children an understanding of the particular period of history that they are studying. Throughout the school various time periods are studied; The Iron and Stone age, Ancient Egyptians, The Vikings, 20th century Britain and much more . This enables the children to learn to value their own and other people's cultures 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 past events have influenced our lives today, and encourage children, through investigation, to develop the skills of enquiry, analysis, interpretation and problem-solving.

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 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.

Teaching and learning:

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 recognize 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.

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 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.



History curriculum planning:

We use the National Curriculum 2014 programme of study and its examples as the basis for our curriculum planning in history.

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 history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects. Topic plans (medium term) are written to ensure appropriate links and coverage as well as progression and challenge.

The class teacher writes the weekly plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson.

Foundation Stage:

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG 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.

Progression and Continuity:

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the unit of work so that the children are increasingly challenged as they move up through the school.

Inclusion:

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 or with English as an additional language. We take into account the targets set for individual children in their Personal Learning Plan (PLP)

Feedback and Marking:

All teachers will mark the children's work using the school marking policy. Children will have their work discussed with them where necessary.

Assessment and recording:

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 in relation to the National Curriculum level of attainment, and records the children's progress in a database. We pass this information on to the next teacher at the end of the year.

Resources:

There are sufficient resources for all history teaching units in the school. The subject leader will maintain an inventory of resources and ensure any available budget is used to update them. We keep these resources in the appropriate year group where there is a box of equipment for each unit of work. The library contains a good supply of topic books.



Role of the Subject Leader:

Monitoring of the standards of children’s work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The team responsible for History gives the Headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

