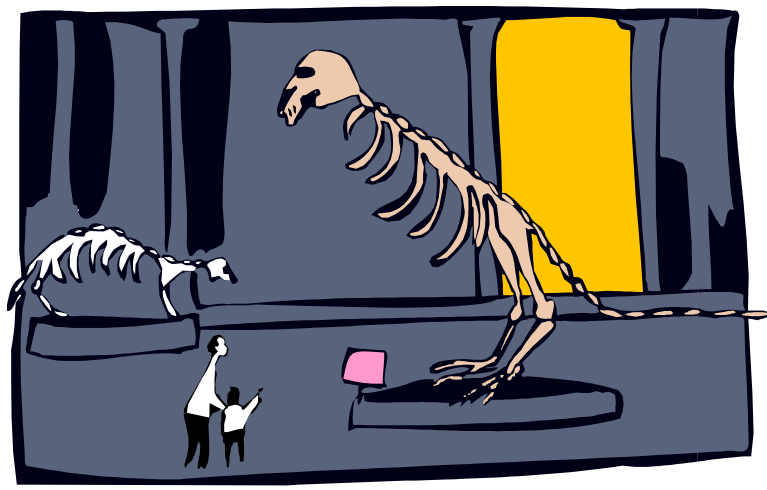


SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS FEDERATION

HISTORY POLICY



January 2015

History Policy

1 Aims and objectives

1.1 The aim of history teaching 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. 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 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 history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of the past non-European societies; achievements and follies of mankind.

Gain and deploy a historical 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 analysis.

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 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

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they should always ask searching questions, such as 'how do we know?', about information they are given.

2.2 We recognise the fact that in all classes there are children of widely-different ages and 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.

3 History curriculum planning

3.1 We use the National Curriculum for History as the basis for our curriculum planning. A whole school curriculum plan outlines when the different areas of the history curriculum are taught. This is a four year rolling plan to ensure that our children meet all areas of the history curriculum during their time in school. It is necessary due to our mixed aged classes. Consequently, history may not be taught chronologically as the National Curriculum advises but we use timelines to support children's developing understanding when the periods of history took place in relation to prior learning.

3.2 The class teachers are responsible for their own medium and short term planning.

4 Early Years Foundation Stage

4.1 We teach history in the reception year as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the EYFS curriculum which underpin the planning for children aged three to five. 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 new and old in relation to their own lives.

5 The integration of computing into history.

5.3 Computing

Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera and ipads to record and use photographic images.

6 Teaching history to children with special needs

6.1 We teach history to all children, whatever their ability. History forms part of the schools' 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 and we take into account the targets set for individual children.

7 Assessment and recording

7.1 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. Progress and children's attitude to learning in history is reported to parents on the annual report.

7.2 The history subject leader keeps samples of children's work in their subject leader's file.

8 Resources

8.1 There are sufficient resources for all history teaching units in the school. The library contains a good supply of topic books and software to support children's individual research. We also use the Wiltshire Lending Library to supplement our resources.

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 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 history subject may be given time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Policy review

The review cycle for this policy is every three years.

This policy was agreed by the governing body, Headteacher and staff at Seagry and Somerfords Walter Powell Primary Schools' Federation on 26 January 2015 and is due for review by January 2018.

Signed: Chair of Governors