

Elm Park Primary School History Policy



'Aspiring to be the best we can be!'

Policy type	School
Statutory compliance with	N/A
Version date	19 th Dec 2014

Responsible	Emma Price
Approved / Accountable	HT
Consulted	HT DHT Staff
Informed	All staff

Review Frequency	Every 3 years
Last approved date	
Approved by	Headteacher

This policy has been impact assessed by Lesley Fuller in order to ensure that it does not have an adverse affect on race, gender or disability equality.

School Values

At Elm Park Primary School, we believe it's every child's first chance at formal education and they deserve nothing but the best. Through our school we grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

Our vision will be achieved by:

- Providing a happy, vibrant and thriving school.
- Working together to develop a lifelong love of learning as we excel in all that we do.
- Ensuring excellence in teaching and learning and in all aspects of school life.
- Setting high standards through a rich, broad and balanced curriculum.
- Having varied opportunities to experience a wide range of ICT to prepare us for the future.
- Nurturing and supporting individuals, helping every child to exceed his or her potential in all areas of learning.
- Together taking pride in everyone's achievements
- Providing a safe, supportive and challenging environment where children feel confident and secure to take ownership of their learning.
- Equipping children with the skills and positive attitudes to become creative and independent thinkers and become learners for life within an ever-changing world.
- Actively involving parents in their children's learning and supporting the life of the school.
- All having exceptional expectations of achievement and behaviour, of openness, honesty and mutual respect as part of a caring and tolerant global community.

1. Introduction

1.1 History is our chronological record of what happened in the past. It stimulates children's interest and understanding about the life of people who lived years ago. We teach children to understand how events in the past have influenced our lives today. History is about using a range of resources of information and asking the questions, HOW? WHAT? WHO? WHY? WHEN? We teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving. It is about building a picture of what has happened and making links between different periods of history.

2. Aims

2.1 Within Elm Park Primary school the History aims incorporate the following ideas in collaboration with the LA curriculum policy and the National Curriculum guidance.

- 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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- 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, interpretation, organization, evaluation and presentation.

3. Time Allocation

3.1 Teachers are responsible for their own short-term History planning and are able, at their discretion, to block plan units of work in order to address continuity and coverage of the relevant skills that need to be taught. The amount of time devoted to History weekly, will vary when it is taught through a block plan of units.

4. Planning, Teaching and Learning.

- 4.1 The long-term plan outlines the units of work to be covered from EYFS to Year 6 and the included activities to ensure continuity and progression. This is following the suggested skills to be covered by the National Curriculum.
- 4.2 Medium term plans provide the key skills and learning intentions for each unit together with the levels of expectation at the end of the unit. Class teachers include success criteria, activities and cross-curricular links on the plans.

4.3 Class teachers include the learning intentions and success criteria plus focused skills on the short-term plans that they produce based on previous assessment of the subject.

5. Assessment, Recording and Reporting

5.1 Assessment is undertaken through observation, talking with pupils, marking written work and peer and self-assessment. Evaluating discussion and drama work is also a means of assessment.

5.2 Children record their work in history in various ways. They may write recounts, diaries and stories, use charts and graphs, produce pictures, posters, newspapers, comic strips (ICT) and timelines, record discussions, take and manipulate photographs, participate in role-play, debates or interviews, and construct models. The nature of this recording will be decided by the class teacher and/or the pupil depending on the task. A selection of work will be kept from each class or photographed by the coordinator.

5.3 Reporting is done informally in the Autumn and Spring Terms via parents' evenings and in the summer through a written report sent home.

6. Resources

6.1 Children will be given the opportunity and encouraged to use a wide range of primary and secondary sources. These include books, pictures, paintings, photographs, film, printed sources, government records, diaries, genuine and replica artefacts, maps and oral evidence. These will be an integral part of learning. Sources and teaching resources can be found in topic boxes located in year group pod cupboards, classrooms and in the History storage cupboards next to the Heart Space. Children are also encouraged to bring items of interest to school to stimulate discussion and to display inside and outside of the classroom.

7. Inclusion

7.1 Children bring different experiences and knowledge to History. The general knowledge and skills they already possess should be valued whilst opportunities for widening their experiences need to be created. We are committed to enabling each child to access the whole curriculum. All children are included in the teaching of history, whatever their ability. Teachers provide learning opportunities that are matched to the needs of the children whether they have special educational needs or are on the gifted and talented register. Activities are often organised in a practical and multi-sensory way, and different forms of communication and recording are used, such as model making, drawing, ICT, photographs and talking. Teaching Assistants can be used to support children where necessary.

This policy is to be read in conjunction with the policies for Teaching and Learning, Assessment, Marking Feedback, Special Educational Needs and Inclusion.

APPENDIX I

Curriculum coverage and overview

Foundation Stage:

- Who am I (families and memories)
- Using time vocabulary and understanding changes over time.
- Recounting past events

Key Stage 1:

Historical Skills:

- Begin to develop a sense of chronology
- Use appropriate vocabulary to discuss the past
- Compare aspects of life in different periods of history
- Ask and answer questions about events and people
- Understand some of the ways in which we find out about the past

Historical Knowledge:

- Know about changes within living memory
- Know about national events beyond living memory
- Know about global events beyond living memory
- Know about the lives of significant national individuals
- Know about the lives of significant international individuals
- Know about significant historical events, people, places in own locality

Key Stage 2:

Historical Skills:

- Develop a sense of chronology within British, local and world history
- Identify connections, contrasts and trends over time
- Use appropriate vocabulary to discuss the past
- Ask questions relating to change, cause, similarity/difference and significance
- Construct informed responses using relevant historical information thoughtfully selected and organised
- Understand how knowledge of the past is based upon a range of sources

Historical Knowledge:

- Understand changes in Britain from the Stone Age to the Iron Age
- Know about the Roman Empire and understand its impact on Britain
- Understand Britain's settlement by Anglo-Saxons and Scots
- Know about and understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Know about and understand the history of the local area (Elm Park/WW2/Hornchurch aerodrome).
- Know about and understand an aspect or theme in British history that beyond 1066 (Tudors/Victorians)
- Have an overview of where and when the first civilizations appeared
- Know about and understand one of the following civilizations: Ancient Sumer; The Indus Valley; (Ancient Egypt); The Shang Dynasty of Ancient China
- Know about Ancient Greek life and achievements and understand their influence on the western world
- Know about and understand a contrasting non-European society from: early Islamic civilization, including Baghdad c. AD 900; Mayan civilization c. AD 900; (Benin, West Africa) c. AD 900 - 1300

APPENDIX II

Roles and responsibilities

The Governing Body will:

- Monitor to ensure subject policies are up to date
- Monitor information available through the school web site

The Head teacher will:

- Ensure there is an up to date policy in place
- Ensure statutory obligations are met for the subject

Subject leader will:

- Ensure that all teaching staff are familiar with the most up to date curriculum knowledge of the subject
- Monitor that the skills are being taught across each year group and that progression is planned for
- Manage the budget of the subject
- Ensure the school is adequately stocked with relevant resources
- Have an action plan in place that is relevant and kept up to date
- Monitor the work completed in books
- Train staff through team teaching, lesson feedback and staff insets
- Provide feedback to the deputy headteacher on the coverage and progress of the subject and actions as set through the action plan
- Ensure that they have the most up to date understanding of their subject

Class Teachers will:

- Ensure that all skills are being taught within the subject and that they are progressive
- Ensure they have the most up to date knowledge of the curriculum or seek advice to find the relevant information
- Accommodate a range of learning styles
- Differentiate tasks to suit the individual learners ensuring that challenge is appropriate for each child
- Mark work in line with Marking and Feedback policy
- Support the subject leader by carrying out requests relating to the monitoring of the subject and meeting deadlines set by them

Inclusion lead will:

- Offer advice to ensure all children are able to access the subject

Phase leaders will:

- Follow through to ensure identified school priorities are implemented

Support staff will:

- Support the safety of pupils
- Adapt tasks to allow access for all children

Pupils will:

- Share their views on the subject when asked
- Engage in activities in a manner that keeps them and others safe
- Engage in activities in a respectful and tolerant manner

Subject Specific vocabulary.

It is the teacher's roles and responsibility to ensure that the children are taught and are familiar with subject specific vocabulary. Subject specific vocabulary to be used within art lessons is taken directly from the new curriculum recommendations.