

History Policy

Hornsea Burton and Skipsea Federation

Vision

The aim of history teaching is to stimulate the children's interest and understanding about the lives 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. 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. 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our schools are:

- To foster in children an interest in the past and 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 understand how Britain is part of a wider European culture and to study some aspects of European history.
- 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 Style

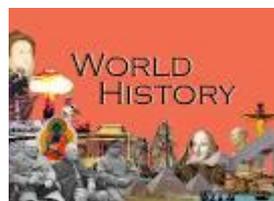
History teaching focuses on enabling children to think as historians. In each key stage we give the children the opportunity to visit sites of historical significance. We encourage visitors to come into the schools and talk about their experiences of events in the past. We recognise and value the importance 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 they should always ask searching questions about information they are given.

We recognise that 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 and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Using teaching assistants to support children individually or in groups.

History Curriculum Planning



The school uses the Chris Quigley Essentials Curriculum which is linked to the new National Curriculum as the basis for its core subject teaching. We draw on the relevant Key Skills and cross-curriculum themes to plan our topics.

These are the essential characteristics of historians that that we want our pupils to achieve during their time at our school:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

In accordance with the new National Curriculum for History, our school will provide opportunities for children in KS1 so that they:

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

In accordance with the new National Curriculum for History, our school will provide opportunities for children in KS2 so that they:

Changes in Britain from the Stone Age to the Iron Age.

- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.

- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

- Ancient Greece.

- A non- European society that contrasts with British history

chosen from:

- Early Islamic Civilization

- Mayan Civilization

- Benin.

History of interest to pupils*

* Items marked * are not statutory.

We carry out the curriculum planning in history in two phases (Medium-term and short-term). The history subject co-ordinator works in conjunction with teaching colleagues in each class.

Our medium-term plans give details of each topic for each term. The medium term overview sheets that we complete for each topic shows the coverage and Key Skills to be worked on during that topic. They identify the key learning objectives to be covered through that topic. The history co-ordinator is responsible for keeping and reviewing these plans. As we have mixed-age classes, we do our medium-term planning based on the Key Skills relating to the National Curriculum levels that children are working at over a two year cycle, with there being a minimum of three history themes within that cycle. In this way we ensure that we cover the National Curriculum without repeating topics and ensure that opportunities are planned at each child's current level.

The four main learning objectives linked to the new curriculum for History are:

To investigate and interpret the past

To build an overview of world history

To understand chronology

To communicate historically

The class teacher is responsible for writing the short-term plans. These daily plans list the specific learning objectives of each lesson. The class

teacher keeps these individual plans and s/he and the history co-ordinator often discuss them on an informal basis.

The topics studied in history are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work through the Chris Quigley Essentials Curriculum milestones, so the children are increasingly challenged as they move up through the school.

Foundation Stage

We teach history in Class 1 as an integral part of the topic work covered during the year. As this class includes children from the Early Years Foundation Stage, we relate the history aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children in the Foundation Stage.

Teaching History to children with Special Educational Needs

At our 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 to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum through the use of Chris Quigley milestones allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the children may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures our teaching is matched to the child's needs.

Roles and responsibilities

The Head will:

- Set high expectations and monitor teaching and progress
- Ensure a whole school approach, keeping parents, governors and support staff well informed
- Support the history co-ordinator and other teachers

The Governors will:

- Be well informed through the leadership of the Head and the history co-ordinator
- Support the staff in implementing the school's policy for history
- Help monitor and review the progress on the history action plan

The history co-ordinator will:

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources
- Write, monitor and review progress on the history action plan
- Work alongside the Head to monitor and evaluate teaching and progress
- Co-ordinate the evaluation and review of the school's history policy
- Manage the provision and deployment of resources

Teachers will:

- Use the Chris Quigley Essentials Curriculum (which is linked to the new National Curriculum) to aid short term planning
- Share clear learning objectives and success criteria with the children
- Use a range of teaching styles
- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each topic as an aide to record and monitor pupil progress
- Record pupil progress on end of year assessment grids to show their current level
- Inform Parents/Carers of their child's progress through annual reports

Support staff will:

- Be included in staff training for history where appropriate
- Have a clear understanding of the history skills to be developed

- Share the learning objectives and success criteria for the lesson and know the key vocabulary to be developed

Parents will:

- Be encouraged to develop positive attitude to history
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

Assessment and Recording

Teachers assess children's work in history by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a topic s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment/Chris Quigley milestones, and records these attainment grades on the end of year assessment sheets. We use this as a basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year. The history co-ordinator may keep samples of children's work in a portfolio.

Resources

There are sufficient resources for all history teaching units in the school. The library contains a good supply of topic books to support children's individual research.

Monitoring and Review

The monitoring of the standards of the children's work and the quality of teaching in history is the responsibility of the history co-ordinator. The history co-ordinator is also responsible for supporting colleagues in the teaching of history, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The history co-ordinator has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of history during the history review cycle. This policy has been reviewed Autumn Term 2016 with no changes needed. It will be reviewed at least every 2 years.