



# **Higher Lane Primary School**

## **History Policy**

**January 2017**

Date	Review Date	Coordinator	Nominated Governor
January 2017	January 2018	Mrs C Gray	

**“Those who cannot remember the past are condemned to repeat it”** (George Santayana)

We believe that it is in studying and understanding life and events in the past that we can come to an understanding of life in the present, and what we may be preparing for the future. The study of history is more than the learning of discrete facts; it is also the understanding of the underlying reasons for events and developments, and applying this understanding to the improving of life as we live it. The skills developed in the study of history are far reaching and can affect all aspects of our lives.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## Aims

- To stimulate interest in the past and encourage speculation and questioning.
- To help pupils come to an understanding of the nature of the society in which we live in the context of past social and political developments.
- To foster a sense of identity and an increased understanding of pupils’ own positions in their own community and the world.
- To work with other schools to share good practice in order to improve this policy

## Objectives

- To promote the skills of hypothesis, chronology, observation, evaluation, research, argument, comparison, deduction and consideration of other viewpoints.
- To develop children’s knowledge of how societies and people have developed over time.
- To foster an understanding of cultural developments through the ages.

## Teaching Guidelines

In the Foundation Stage children will study history as part of the Early Learning Goal for Understanding of the World. They will undertake practical, skill-based activities that will support their understanding of the world.

The study of History will follow the National Curriculum for history for Key Stage One and Key Stage Two. In order to implement this, pupils will study the everyday life and culture of people in the past and make comparisons with their own lives and experiences. They will compare a range of historical events to gain knowledge of change and the evolution of life styles and thus will develop an understanding of chronology.

Pupils will recognize that some things change and others remain the same and will be made aware that historical events often have more than one cause and consequence.

A variety of teaching and learning styles is used in our history lessons. Visual, audio and kinetic learning enhances pupils' research and enquiry. Whole-class teaching methods combine with enquiry-based group work for research and practical activities. Visits are made to local areas of relevant historical interest, and also to places further afield.

Teachers incorporate individual, pair, class and group work into lessons. Pupils are taught through discussion, practical activity, games, investigations, problem solving and recording. They use IT for research and/or recording whenever it is felt appropriate and beneficial. The teaching style and methods are varied according to the subject matter and the pupils being taught.

Pupils use a variety of data to support their learning, such as maps, books, pictures, first and second hand evidence, photographs, and IT. Pupils take part in role-play and discussions, and they report findings to the rest of the class. They engage in a wide variety of research activities.

### Planning and organization

Curriculum planning in history consists of three types; **long-term**, over one school year; **medium-term**, over one term; and **short-term**, weekly.

Our **long-term** plan maps the history topics studied by each year during each key stage. It is developed by the history coordinator in consultation with the teachers in each year group and is closely aligned with the requirements of the National Curriculum in history.

Our **medium-term** plans give details of the work covered by the individual class for each term. These plans are specific to each class and the teachers identify the skills needed by their pupils and plan activities to address the needs of the class. Monitoring and evaluation ensure that pupils have complete coverage of the National Curriculum in history.

**Short term** planning details the lessons taught over one or two weeks. These identify specific learning objectives for the class and for each group. In some cases individual targets are also set for specific pupils.

Wherever possible the study of history is linked with the study of other subjects. Cross-curricular links are evident in Literacy, R.E., geography and art.

### Monitoring and assessment

History provision is monitored by the history coordinator .

The coordinator will keep a portfolio of evidence. This will include samples of children's work; evaluative judgments based on individual objectives; photographs etc.

The history coordinator receives training from the local authority and from other providers to support him/her in her/his role of coordinator. The coordinator meets with the Head teacher every six months to review history provision in the school.

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.

### **Additional Educational Needs**

We recognize the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with children completing as much as they can
- grouping pupils by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils.
- giving additional teacher input to some pupils when needed.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

<b>Headteacher:</b>	Ms C McLachlan	<b>Date:</b>	January 2017
<b>Chair of Governing Body:</b>	Mr D Lester	<b>Date:</b>	January 2017