



Pikes Lane Primary School History Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Linked Governor Sub Committee: Standards Committee

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Introduction

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

"In history, pupils and evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life." (D.F.E.E. 2000)

History forms an important part of the whole curriculum in Pikes Lane. While we recognise its importance and relevance in its own right, we are also aware that it cannot be taught in isolation. It is not confined to the study of past events and ways of life but rather involves the study of human and social behavior and how people's beliefs and cultures have influenced life today.

Our history aims are, therefore, of fundamental importance in our whole school curriculum planning.

As this policy therefore reflects the ideas and values of Pikes Lane in relation to teaching and learning of history it should be read in conjunction with the scheme of work. This sets out how and what our children will be taught in history.

The teaching of history at Pikes Lane provides opportunity to promote:

- Spiritual Development - through helping children appreciate achievements of past societies and to understand the motivation of individuals who made sacrifices for a particular cause.
- □ A Moral Development - help children realise that actions have consequences by considering the results of events and decisions in the past. They can explore how different interpretations of the past reflect different viewpoints and values.
- □ Social Development - by helping children identify how different societies were organised in the past and to consider different political structures.
- □ Cultural Development - allows children to recognise differences and similarities between cultures and within cultures over time. Help them explore a range of sources and different interpretations of what constitutes culture.

Aims

1. To develop children's interest in the past.
2. To contribute to the children's knowledge and understanding of the past in Britain, Europe and the world.
3. To introduce the children to ways of understanding and interpreting the past.
4. To help the children understand the many different ways in which the past is presented.

5. To encourage them to recognise and appreciate the variety of societies, beliefs and cultures which influenced past events.
6. To help children understand the present in light of the past.
7. To develop the skills necessary to carry out historical enquiry, record findings and interpret historical information in a variety of ways, including the use of ICT.
8. To ensure continuity and progression in children's learning throughout the two Key Stages.

History and the National Curriculum

History is a foundation subject within the National Curriculum and there is a statutory requirement to teach it at KS1 and KS2. The main areas, which are incorporated into our curriculum, can be found in the outlined programs of study 'for both Key Stages in the school's scheme of work.

The Role of the Class Teacher

Their role is to plan and deliver the requirements of the National Curriculum (2014) for History in accordance with the school History scheme, to assess and record children's development and progress in this subject.

Role of the History Subject Leader

- To ensure history is carefully planned for and allow for progression.
- To assist and support colleagues in the implementation of the scheme of work.
- To monitor the delivery of the history curriculum.
- To monitor resources and ensure that they are accessible to all children across both Key Stages.
- Attend appropriate courses and feedback relevant information to colleagues.
- To plan /organise inset for all staff whenever appropriate.

Inclusion

"Schools have a responsibility to provide a broad and balance curriculum for all pupils. The National Curriculum is a starting point for planning a school curriculum that meets the species needs of individuals and groups of pupils". (D.F.E.E. 2000)

At Pikes Lane we have high expectations of all children. We provide opportunities for all pupils to achieve including those with special educational needs, disabilities and those from all social and cultural backgrounds.

We aim to provide all children with challenging and meaningful work appropriate to their abilities and individual needs related to the National Curriculum for history. Teachers will teach History according to needs of individual/groups of children. Differentiation will be evident in thematic planning.

Computer Science

In the study of history, we at Pikes Lane believe that pupils should be given opportunities to apply and develop their computer science skills through appropriate use of iPads. Computer science will be used as a tool to support children's learning, the internet will be used to research historical facts and evidence. Examples of apps and multi- media presentations will be evident in theme books and planning. Teachers will use virtual reality where possible.

Assessment

This is an integral part of the learning process and is used to gather evidence of pupils' attainment. It is essential to the maintenance of continuity and progression. We at Pikes Lane identify assessment opportunities when planning activities and through this are able to monitor, identify and establish the progress of learning and future needs of the individual.

We expand this by observing children at work, individually and in groups, questioning, talking and listening to pupils own evaluation of their work and by considering the work produce by them in relation to the National Curriculum level descriptions for history. We report their progress to their parents/guardians annually through report writing.

Scheme of Work

The Pikes Lane History scheme of work is based on the National Curriculum (2014) for History for Key Stages One and Two. It is intended to provide a basis for: -

- Continuity and progression through Key Stages One and Two
- Practical guide to the teaching of History
- Flexibility in approach and use of materials
- Identifying links between the History curriculum and the application of History in other subjects

Staff have worked together within key stages to ensure full coverage of History over the year and this can be seen on the long term curriculum jigsaw demonstrating person planning to meet the needs of the children within our school.

Cross Curricular Links

At Pikes Lane we take a thematic approach to delivering history through both core and foundation subjects. Examples of this can be seen within English e.g. Year 3 Ancient Egyptians, Year 4 Ancient Greece and Year 6 British Monarchs. There are many mathematical links made with history e.g. timelines, data bases, problem solving. Many other foundation subjects are also linked e.g. Year 3 Science – Mummification of a fruit.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.