

Woodthorpe J.I. School

History Policy

Aims and objectives

The aim of history teaching at Woodthorpe School 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 historical heritage. Thus they also learn to value their own and other people's cultures in modern multicultural Britain. In our school, history makes a significant contribution to our work on citizenship by teaching how Britain developed as a democratic society and by promoting an understanding of British Values. 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.

The objectives of teaching history in our school are:

- 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 world history, and to appreciate how things have changed;
- to develop a sense of chronology;
- to know and understand how democracy has developed by studying a range of civilisations from Stone Age to the present day, and, in so doing, to contribute to citizenship education;
- to understand how Britain is a 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 cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning style

Historical skills and understanding are taught through our Connected Curriculum Scheme. Within this History teaching focuses on enabling children to think as historians. In each key stage we give children the opportunity to visit sites of historical significance. Where funding is available, we have a variety of visiting history workshops which provide valuable learning opportunities for the children through role-play, practical activities and hands-on experience with replica artefacts. 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, such as 'how do we know?', about information they are given.

History curriculum planning

Some topics have a particular historical focus, and in Key Stage 2 we place an increasing emphasis on independent history study.

Each class teacher follows a plan for each lesson (short-term plans). These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these plans.

The Foundation Stage

We teach history in our Reception class 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 Early Learning Goals (ELGs). History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up, using replica artefacts in their role-play to learn about wash days in the olden days, looking at pictures and books, or discovering the meaning of vocabulary ('new' and 'old') in relation to their own lives.

The contribution of history to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our Literacy lessons are historical in nature. We also develop the children's English skills by asking them to extract and record information, evaluate viewpoints and write in different genres. Oral skills are promoted through drama/role play activities and participating in discussions, e.g. expressing opinions and points of view or presenting their findings to the rest of the class.

Music

Music from the different historical periods studied is listened to, composed and performed in our music lessons.

Personal, Social and Health Education (PSHE) and Citizenship and British Values

History contributes significantly to the teaching of PSHE and citizenship and to promoting British Values. Children discover how to be active citizens in a democratic society by learning about how laws are made and changed, how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

In our teaching of history we contribute where possible to the children's spiritual development, as in the Key stage 1 unit of work, What are we remembering on Remembrance Day? We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society today.

ICT

Information and communication technology enhances our teaching of history, whenever appropriate, in all key stages. The children use ICT in a variety of ways, such as word processing, researching information on the internet and presenting information. Internet resources and DVDs are used for individual learning and whole class presentations on interactive white boards.

Inclusion

History forms a part of the school curriculum policy to provide a broad and balanced education for all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, allowing children with more ability to complete more tasks;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants, when available, to support children individually or in groups.

Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We teach to meet the needs of those pupils with special educational needs, those with disabilities, those identified as gifted and talented and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Inclusion/Special Educational Needs and Disabilities; Equality Scheme; Gifted and Talented; English as an Additional Language (EAL).

Assessment

The children's learning is assessed, using 'I Can' statements through each unit of the Connected Curriculum Scheme leading to an end of year overall judgement, in each subject area, as to whether the child is working towards, meeting or exceeding the expectations for their age.

Children demonstrate their ability in history in a variety of ways e.g. drama, written work, ICT projects. Teachers will assess children's work through marking and observations and by making informal judgements during the lessons. On completion of a piece of work, the teacher will assess the pupils' work and use this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Self and peer assessment will be used to give pupils opportunity for self reflection and evaluate their own progress.

Resources

Resources are located in classrooms and a central area in the art room.

Monitoring and reviewing.

History is monitored and reviewed by the History co-ordinator

- monitoring the standard of the children's work and the quality of the teaching of history within the Connected Curriculum Scheme:
 - reviewing samples of children's work
 - reviewing pupils/class self evaluation
- supporting colleagues in their teaching;
- providing a strategic lead and direction in the subject by:
 - evaluating strengths and weaknesses and
 - indicating areas for further improvement.

This policy will be reviewed at least every three years.

The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children. Articles: 1, 2, 3, 4, 5, 12, 28, 29.

Signed:

Dated: 25th January 2018

Review: January 2021