

# History Policy

## Brookhurst Primary School

### October 2009

#### The Purpose of this Document

This policy reflects the school values and philosophy in relation to the teaching and learning of history. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Programmes of Study for History in the National Curriculum and the School Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This policy is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, LEA advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the school office.

#### What are our aims in teaching history?

- To provide the children with an experience of history, which is both valid and stimulating.
- To enable children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world, as appropriate to age, ability and aptitude.
- To encourage a lively and questioning approach to history, which promotes enjoyment of the subject, confidence and understanding.
- To encourage an awareness that, though there are links between history and other subject areas, the study of the past is, in itself, a separate and important discipline.
- To develop the historical skills and vocabulary necessary to carry out effective historical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

#### Objectives for the children's' learning

- To develop knowledge and understanding of the past.
- To understand how the environment in which they live fits into the history that they study.
- To select, organise, interpret and communicate what they have learned about the past.
- To make appropriate progress in knowledge, understanding and skills in history.

## The History Curriculum and its Organisation

At both Key Stage 1 and 2 there are 5 key elements, which are developed through the areas of study.

These elements are:-

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation
- Historical enquiry
- Organisation and communication

At Key Stage 1 the majority of pupils are expected to work in the range of levels 1-3. The majority of pupils at age 7 are expected to attain level 2. At Key Stage 2 the majority are expected to work in the range of levels 2-5, and at age 11 to attain level 4. Our pupils will work at levels appropriate to their ability.

In learning history the children will have the opportunity to:-

- Learn about their personal history
- Learn about their families and generations
- Learn about their community through studies of homes and home related issues
- Learn about ancient civilisations from Europe
- Learn about important developments from Britain's past
- Investigate local history
- Learn about the past from a range of evidence

In order to achieve the objectives of the History Curriculum the subject is taught in topics and where relevant, links will be made to other subject areas [see below].

Learning activities are sequenced to ensure progression and are taught through a variety of approaches. These include: -

- Teacher led lessons where information is provided
- Individual, paired and group work to enable the children to discover and discuss
- Class discussion lessons where members are encouraged to join in with their personal opinions
- Teachers prepared materials
- The use of outside speakers and companies with the relevant experience and knowledge
- The use of artefacts, photographs, paintings and the internet in presenting material to the children

- Educational visits
- The use of published schemes

The school long term plan and scheme of work is attached.

### **Class Organisation and Planning**

At Brookhurst we use a variety of teaching and learning styles in our history lessons, focusing as much as possible on a kinaesthetic, active approach. Drama, role-play and discussion form an integral part of lessons. Within classes, pupils are taught individually, in groups or as a class as appropriate to the learning task and the needs of the pupils. The organisation of the classroom will vary according to the activity that is being carried out.

Planning is used to:

- Set clear achievement goals
- Ensure work is matched to pupils' abilities, experience and interests
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation of teaching and learning

Curriculum planning is long, medium and short term.

Planning is the responsibility of individual teachers with co-operation between teachers in year groups. The History Subject leader can assist teachers in this area. We plan the topics in history so they build upon prior learning.

We recognise the fact that there are children of widely different historical abilities in all classes and we 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 invite a variety of responses
- Setting tasks which are suitable and appropriate for all the pupils' starting levels ensuring that the more able pupil can be challenged and those with SEN achieve with confidence
- Grouping children by ability, setting different tasks to each ability group
- Providing resources of different complexity according to the ability of the child
- Using classroom assistants, where possible, to support the work of individual children or groups of children
- Providing other opportunities, e.g. extra-curricular activities, the experience of related adults, for the development of excellence.

The History Subject leader, Subject Leader who will also provide support where necessary, will monitor teachers' written curriculum plans. These should be completed half-termly and weekly in Key Stage 1, and termly and weekly in Key Stage 2.

### **Cross Curricular Links**

Teachers make cross-curricular links when planning. This can be achieved easily in most subjects.

Literacy - history requires speaking, listening reading and most forms of writing eg labelling, recounting, instructions, explanations, letter writing. These forms contribute to APP in writing.

Mathematics - time and dates.

ICT - presenting written work, CD-ROMS, DVDs and the Internet selectively, digital and flip cameras.

Geography and RE - place events and themes in context common to all the Humanities subjects

PSHE - social awareness

Art/DT - present information in a creative way

Science - engineering and health

Music - linked to the period studies

PE - create physical activities of the period

### **The Role of the History Subject Leader**

The History Subject Leader is responsible for the development and monitoring of the History curriculum.

The Subject Leader should: -

- Review and contribute to teacher planning
- Prepare policy, curriculum plans and scheme of work
- Develop policy and scheme of work with staff
- Prepare subject development plan
- Encourage staff to provide effective learning opportunities for all pupils

The Subject Leader will assist staff by: -

- Helping colleagues to develop their own subject expertise
- Ensuring common standards and formats for recording and assessment
- Leading staff meetings
- Planning/leading INSET activities
- Providing consultancy and advice
- Specifying, collecting and ordering resources

- Co-ordinating staff requests for resources
- Monitoring and maintaining condition and availability of resources
- Communicating developments in the subject

The Subject Leader's responsibility for monitoring and evaluating includes: -

- Analysing pupil's access to the subject
- Reviewing teachers' plans
- Monitoring levels of achievement
- Observing classroom practice
- Assessing children's work to help to evaluate the effectiveness of teaching and learning

The subject leader may keep samples of the children's work in a portfolio that shows what the expected level of achievement is in history in each year of the school.

### **Visits**

Visits, either in or out of school, are an important way of stimulating pupils' imagination and giving them a sense that the past was real. Each year group has a resource bank of suitable visits/visitors, which the subject Leader keeps up to date and available. The visits/visitors may vary according to the individual needs of the year group but they will be chosen to fit in with the requirements of the Programme of Study.

Teachers must be clear about the aim of a visit; suitable and in-depth preparatory and follow-up work is essential and should be planned.

### **Health and Safety**

Teachers are aware of the regulations concerning taking children off the school premises and must produce relevant documentation such as risk assessments and plans of any proposed journeys either by foot or vehicle. These can be found in the office. These should be followed and the utmost care taken to ensure the safety of the children during outside visits. Staff are also responsible for ensuring that material and instruments are used with care and check children are appropriately equipped and clothed.

### **Special Educational Needs, Inclusion**

We recognise the responsibility to provide a broad and balanced curriculum for all pupils. In history the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

### **Equal Opportunities**

It is the responsibility of all teachers to ensure that all pupils have the same access to history activities regardless of their gender, race, cultural background, and educational or other needs.

### **Assessment and Record Keeping**

Assessment is used to: -

Provide diagnostic information about individuals/groups

Plan future teaching and learning

Provide formative assessment

Provide summative information for teachers in relation to the National Curriculum levels of attainment and record, which children have exceeded, achieved or are below national expectations.

Provide information for parents

Provide evidence for APP

Pass information on to the next teacher at the end of the year

See also Assessment and Feedback Policies

## **Evaluation**

This policy document will be reviewed regularly to assess its value as a working document. Evaluation is carried out to enhance teaching and learning.

Evaluation methods will include: -

Assessing pupils' work and achievements

Reviewing coverage of the programmes of study and scheme of work

Analysis of plans

Staff discussion

External advice

## **Review date**

This policy was adopted by *Governors* on the ..... and will be reviewed either as necessary or every three years.

October 2009

Lynda Le Long