



C of E Primary School

## **History Policy** February 2011

History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. A further element is the communication of the past to later generations through talking and writing.

### **The Aims of Teaching History**

- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
- To develop a knowledge of chronology within which the children can organise their understanding of the past;
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- To distinguish between historical facts and the interpretation of those facts;
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

This will be achieved by teaching Key Stages 1 and 2 of the National Curriculum and by following the guidelines set out in the Foundation Stage curriculum. The Scheme of Work will follow a 2 year rolling programme in order to facilitate mixed year group classes.

### **Roles and Responsibilities**

The Headteacher will be responsible for:

- Feedback to the governors on monitoring undertaken by the subject co-ordinator;
- Supporting the History co-ordinator;
- Allocating the budget

The History co-ordinator will be responsible for:

- Reviewing and updating the History policy and scheme of work;
- Monitoring the teaching and learning of History on a regular basis (see separate notes on monitoring);
- Purchasing History resources (overseen by the Headteacher);
- Auditing and organising History resources
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective History teaching activities in their short and medium term planning;
- Assessment and levelling of pupils as laid down in the National Curriculum attainment targets for History;
- Informing the History co-ordinator of any resources required for their particular class

### **Teaching of History**

Teachers are responsible for including all or part of the 5 key elements of History into their topics. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all 5 key elements within each study unit.

The five key elements are:

1. Chronological understanding
2. Knowledge and understanding of events, people and changes in the past
3. Historical interpretation
4. Historical enquiry
5. Organisation and communication.

### **Programmes of Study**

#### **Key Stage 1**

During Key Stage 1 pupils learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. In Surrey Hills School, they begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

#### **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural

or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Learning**

Children learn best when:

- they have access to primary resources
- they go on visits to museums and places of interest
- they have access to secondary sources such as books and photographs
- visitors talk about personal experiences of the past
- they listen and interact with stories from the past
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- they use drama and dance to act out historical events
- they are shown, or use independently, resources from the internet, CD ROMs and videos
- they are able to use non-fiction books for research
- they are provided with opportunities to work independently or collaboratively in pairs or groups.

## **Equal opportunities, Special Needs and Racial Equality**

All children should have equal access to the History curriculum in line with the School's Equal Opportunities Policy, Special Needs Policy and Racial Equality Policy. Teachers can aim to provide effective learning opportunities for all pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning, religious and cultural needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the SENCO and the History co-ordinator will advise teachers on teaching activities relevant to pupils with special educational needs including able pupils.

## **Assessment**

Foundation Stage pupils are assessed through the Foundation Stage profiles. In Key Stage 1 and 2, assessments are prepared within each topic against the historical skills covered.

## **Monitoring Standards and Achievement**

In an annual review, the standards and achievement of the pupils will be monitored to judge how well the pupils:

- develop a sense of chronology and use dates and terms relating to the passing of time

- acquire knowledge and understanding of people, periods, events and episodes in history
- identify different ways of representing and interpreting the past
- use sources of evidence and information to find out about the past
- organise and communicate their findings in different ways.

Achievement will be evaluated on the basis of whether the pupils are learning to their full capabilities.

Monitoring will be undertaken in the following ways:

1. analysing the pupils' work
2. talking with the pupils
3. lesson observations
4. talking with teachers and looking at short and medium term plans.

## **The Contribution of History to Other Subjects**

### **Literacy**

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature.

Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use

numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

### **Information and Communication Technology (ICT)**

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### **Personal, Social and Health education (PSHE) and Citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn 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**

When teaching history, we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out 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 Britain's multi-cultural society.

### **Monitor and Review**

The History policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier. Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.