



## The Spinney Primary School History Policy

### 1 Aims and objectives

1.1 The aim of history teaching here at The Spinney Primary School is to stimulate the children's interest and understanding about the life 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 their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and - by considering how people lived in the past - they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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.

1.2 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 British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- 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 their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### 2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. 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.

- 2.2 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 challenge of the task to the ability of the child. We achieve this by:
- sometimes setting tasks which are open-ended and can have a variety of responses;
  - providing resources of different complexity, depending on the ability of the child;

### **3 History curriculum planning**

- 3.1 The school uses the New National Curriculum as the basis of its curriculum planning, enriched with the QCA where necessary. The scheme has been adapted to the local circumstances of the school in that we make use of the local environment. Our history curriculum is taught in chronological order.
- 3.2 We ensure that there are opportunities for children of all abilities to develop their skills and knowledge, and we plan progression into our planning so that the children are increasingly challenged as they move through the school.
- 3.3 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the children may study history units in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum.
- 3.4 Our medium-term plans, which we have based on the national scheme of work in history, give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson.
- 3.5 We have planned the topics in history so that they build on prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic, and we also build progression into our history curriculum, so that the children are increasingly challenged as they move up through the school.

### **4 The Foundation Stage**

- 4.1 We teach history in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

## **5 The contribution of history to teaching in other curriculum areas**

### **5.1 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 the Literacy Hour are historical in nature. Children develop their oracy skills through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing different text types.

### **5.2 Mathematics**

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

### **5.3 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 they start to develop tolerance and respect for others.

### **5.4 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, 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 the multi-cultural British society of today.

### **5.5 Cross-curricular teaching of history**

History may be taught in a cross-curricular approach across a range of subjects in order to enhance the knowledge and understanding of the world nature of the subject. The teaching of scientific skills or knowledge may not always be through a 'history' lesson.

## **6 History and ICT**

6.1 Information and communication technology enhances the teaching of history in our school significantly, because there are some tasks for which ICT is particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Children use ICT to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

## **7 History and inclusion**

- 7.1 At our school we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps ensure that our teaching is matched to the child's needs.
- 7.3 We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (a trip to a science museum, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a *PowerPoint* presentation based on their investigation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- 8.2 We assess the children's work in History while observing them working during lessons. History is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.
- 8.3 The history subject leader monitors samples of children's work in a portfolio.

## **9 Resources**

- 9.1 Many resources are kept in a central place in the team room. Resources are kept for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work.

## 10 Monitoring and review

- 10.1 The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in History, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.
- 10.2 This policy will be reviewed at least every two years.

Date	Where	What done
November 2010	Subject Leader time	Review led by subject leader (Catherine Sampson) and head teacher (Rachel Snape)
4 <sup>th</sup> February 2013	SLT Meeting	The SLT have reviewed the policy and made changes.
6 <sup>th</sup> January 2015	Subject Leader time	Review led by subject leader (Yolaine Bennett)

**Date for Review** January 2017