

Subject Policy: History

The following policy must be read in conjunction with all other school policies.

1 Aims

- 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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is 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 their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 Curriculum Organisation

Early Years Foundation Stage:

In the EYFS History comes under the heading of "Understanding the world." However elements of History occur throughout the curriculum and can be observed across the seven areas of learning. Teachers refer to the Development Matters Statements and Early Years Outcomes when planning activities and topics to develop historical knowledge and understanding. Children develop an understanding of time by recalling significant events in their experience, talking about past and future events, developing an understanding of growth, decay and change and making short term future plans.

Key Stage 1 & 2:

History is planned to cover the requirements of The National Curriculum and follows the Rising Stars scheme of work which is called Voyagers.

3 Contribution to 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. Children develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters. Historical vocabulary is emphasised and opportunities are given to learn specific historical vocabulary.

- Maths

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

- ICT

We use ICT in History teaching to research using the internet, enhance their skills in data handling and in presenting written work.

-PSHE

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 recognize 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.

-SMSC

The teaching of History offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work, the children develop respect for the abilities of other children and a better understanding of themselves.

4 Inclusion

Planning at all levels aims to deliver a broad and balanced curriculum to all children, irrespective of their ability or gender. Pupils are grouped in mixed ability and gender groups for all activities. Lessons are differentiated appropriately. Teaching assistants, when available, work as directed by the teacher. Gifted and Talented children are given opportunities to work on extended, open ended activities.

5 Assessment & Recording

The history subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in History in each year of the school. In the Foundation Stage observations are made during 'adult directed activities' (ADA) and 'child initiated learning' (CIL). These are added to each child's Learning Journal. In KS1 and KS2 teachers assess the children's work in history by making judgements when they observed the children in lessons. Class teachers will assess whether children are working towards, at or exceeding the expected standard in history. Each History plan gives an example of what a child should be able to do to for each of those levels. The children are aware of what they are learning and their steps to success for every lesson. This information is recorded and used to plan future work.

6 Health & Safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures when using artefacts and other resources. Risk assessments are conducted by staff prior to any fieldwork. (See health & safety policy).

7 Resources

A variety of resources to support the teaching of history are regularly reviewed by the subject leader and kept in a central store. Voyagers provides a large online resource bank which contains pupil resources, such as worksheets, discussion questions and activities, as well as teacher resources which include background information to improve subject knowledge. The resource bank also includes images, timelines and videos to solidify learning and engage the children.

8 Monitoring & Review

The History Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History Subject Leader is also responsible for supporting

Colleagues in the teaching of History, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader has allocated time for monitoring children's work and observing teaching across the school.