

South Kilworth C of E Primary School

History Policy

Date of Adoption _____

Signed _____

Date of Review _____

South Kilworth C of E Primary School History Policy

Introduction

This policy outlines the teaching, organisation and management of history taught at South Kilworth C of E Primary School. The implementation of this policy is the responsibility of all teaching staff.

Aims

At South Kilworth Primary School the aim of history teaching 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. 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.

Through our teaching of History we aim to:

- Stimulate pupils' interest in and curiosity about past times in Britain and the wider world
- Develop an understanding of how the past influences the present
- Help pupils to develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity in our pupils, and an increased understanding of their position in their community and the world;
- Develop a range of skills and abilities, especially those related to finding out about the past, explaining what happened and what people in the past and present think about what happened

History teaching

History teaching focuses on enabling children to think as historians. We aim to teach history through a creative curriculum with as many links being made other subjects as possible. We place an emphasis on examining historical artefacts and 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. The children will work in a variety of contexts – individually, in groups and as a whole class. Work will be presented through; drama, art, photographs, videos, models, various writing styles, collage, timelines, sketches and maps.

History in the Foundation Stage

We teach history in the Reception class as part of the topic work covered during the year. We relate the history side of the children’s work to the objectives of developing a child’s understanding of the world through activities such as dressing up in historical costumes, handling artefacts, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

History curriculum planning

At South Kilworth Primary School we use the national curriculum for history as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge through each topic and we build planned progression so that the children are challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). There is a 2 year rolling programme to ensure that children in mixed aged classes do not cover the same topic twice.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term.

The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans.

History linked to other subjects

English

History contributes 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 English sessions are historical in nature. Children develop language skills through discussing historical questions or presenting their findings to the rest of the class. We develop children’s writing ability through history by composing reports, diary entries 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 time-lines. Children also have opportunities to put in practice work on coordinates through archaeological digs. Roman numerals are also practised when teaching The Romans.

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 and I-pads to record and use photographic images.

Personal, social and health education (PSHE) 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 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.

Spiritual, Moral, Social and Cultural

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as slavery when covering the Egyptians. 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.

Special educational need

At our school we teach history to all children. History forms part of the school curriculum to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When required, intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary (see marking policy). At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. The evaluations are then recorded using Classroom Monitor so that the history co-ordinator can analyse progress/attainment in history across the school. At the end of the school year the annual school report shares children's achievements in history with parent/guardians.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history (through observations, planning collections, book looks and staff meetings). The history subject leader gives the headteacher and governors an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement via an action plan.