

History Policy

1. Aims and Objectives

1.1 “A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” Purpose of Study from the history National Curriculum

1.2 The aims and objectives of history are:

- to contribute to pupils’ understanding of the present in the light of the past.
- to help pupils develop a sense of identity through learning about the development of Britain, Europe and the World.
- to encourage an interest in and enjoyment of historical issues.
- to develop skills and abilities in using a variety of methods and sources to research and interpret the historical past.
- to cover the content determined by the National Curriculum in the History Programmes of Study for both Key Stages 1 and 2.
- to develop knowledge, skills and understanding through the breadth of historical study.
- to make cross-curricular links where appropriate.
- to encourage children to raise their own questions about the past.
- to develop research skills using a range of methods and sources so that children may answer their own questions.
- to understand that there are similarities between the past and present.
- to understand that there are differences between the past and present.
- to develop skills in comparing similarities and differences between past and present and within periods studied.
- to develop a sense of time and understanding of chronology within and between periods studied.
- to develop an understanding of the causes and effects of historical incidents.
- to understand that there are often different interpretations of history and to evaluate some.
- to interpret results, give reasons for change and communicate ideas when making an historical investigation.

2. Development of knowledge, skills and understanding through the Breadth of Historical Study.

2.1 Key Stage 1

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. 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.

2.2 Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both the 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.

2.3 Black History Month

Black History Month is an annual celebration of Black and Asian history, culture and traditions, and is held in the month of October. Whole school celebrations have included performances by an African Theatre Company, workshops arranged through the Museum of London (focusing on Mary Seacole), school competitions and trips. The month provides many opportunities for learning (taught through history, literacy and art) and topics include the study of Significant Persons in Black History, Immigration and Stories from around the World.

2.4 Enrichment

Enrichment aims to provide rich and exciting learning experiences for all children, and to encourage creative thinking, teaching and learning. It provides an opportunity for the teaching of history in an innovative way, and can cover topics not normally taught within the QCA framework. Further it provides scope for teaching history through an oracy or art framework. Topics may include Ancient Egypt, the Gunpowder Plot, the Plague, famous inventors and explorers and history through storybook. History within an art framework could include topics such as the history of fashion or the teaching of historic art processes such as mosaic, felting and weaving for example.

3. Teaching and Learning Methods

- 3.1 Artefacts - both in school and elsewhere, provide evidence about the links with the past and all children should have the opportunity to handle them wherever possible. They help children to learn about social, economic and cultural history. Activities should be used to develop historical understanding in relation to the study units. Children should be encouraged to give reasons for their answers. They should also be given historical background in order to further their knowledge and make sense of how the objects were used and by whom.

History Policy

Picture, Photographs and Maps - Children need to be taught how to interpret these. Pictures/photographs can be found to relate to most topics. Looking at old maps can enable children to recognize the changes that have occurred over time.

Stories - A well-written, well-illustrated and well-told story can stimulate curiosity; provoke discussion, questions and answers. Children will develop an awareness of the past through stories from different periods. These should include: -

- well known myths and legends
- stories about historical events
- eyewitness accounts of historical events
- fictional stories set in the past
- biographies / autobiographies

Activities leading from stories can include retelling, sequencing events, developing understanding of change and cause, etc. K.S.1 children should be introduced to historical figures which can be further explored in K.S. 2. Oral evidence from an adult can make history come alive for a child; it gives a background to a particular period in history. Evidence can be firsthand or taped.

Drama 'Hot Seating' and role-play are a valuable means for consolidating knowledge and creating empathy with the historical past. The role-play area is an invaluable resource and allows children to explore the past through play. For example, setting up a Victorian classroom, or a Tudor Feast. Written Sources include: documents, eye witness reports, poetry, newspaper reports, high quality reference books, data bases to analyze documents, etc. They are vital and can be used in conjunction with any of the above or in isolation to help give a fuller picture of the period/event/person etc. under study. Music provides evidence about the work, leisure and culture of people in the past. Songs and musical instruments are an accessible historical source. Buildings are a physical representation of the past and reflect the needs, tastes, values, skills and economic situations of their time.

Visits to Museums and other centres of Interest -It is hoped that all history topics will be supported by such visits. This could be either a stimulus or the climax of a topic. Some suggestions are to be found in the post-holder's file of Historical Visits.

4. Resources

Resources for K.S.1 and K.S.2

QCA Units are stored in Topic Boxes in the History Resource Area in the Studio. These are continually added to and updated. It is the responsibility of the Year Group teachers to ensure that resources are returned to their storage area in good condition. Boxes contain a selection of books, teacher resources, maps, posters, photographs, postcards, DVDs etc.

5. Information Technology

History Policy

- 5.1 There are a wide range of digital resources available on the web. Espresso also offers a range of historical software for learning.

Assessment

6. History planning will be recorded in the Year Group Planning Folders and will be monitored by senior management and the post-holder. It is intended that planning will build up into a resource bank to which teachers can refer when planning. Assessment will proceed informally by observing the children at work, questioning and examining the work produced. Not all work will be in a written form and could include artwork and photographs. Coordinators will undertake a work survey of selected children's work at least once a year. Success will be measured against the following criteria:
- quality of work produced during each topic
 - teachers' comments.
 - children's enjoyment and enthusiasm.
 - end of Key Stage teacher assessments.

Equal Opportunities

7. We need to ensure equality of opportunity in History by ensuring that all children have access to the curriculum. We need to use the above activities / methods at the appropriate level. We also need to make sure that children's views, opinions and experiences are valued.

Through history we seek for children to acquire an understanding and respect for other cultures and values. They should develop "the quality of open mindedness which questions assumptions and demands evidence for points of view"

(N.C. History Working Group).

Reviewed Next Review 2017
Eleanor Ross
History Post-holder.

Signed:

Date:

History Policy