

Clutton Primary School



History Policy

Rationale

The aim of history teaching at Clutton 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. 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.

Aims

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies mankind.
- Gain and deploy a historically-grounded understanding of abstract terms such as empire, civilization, parliament and peasantry.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

School Curriculum

We use the national scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Planning & Assessment

Long term Planning

The long-term plan maps the history topics studied in each term during each key stage. The programme of study teach the knowledge, skills and understanding set out in the National Curriculum.

Medium/Short term Planning

As the basis for our medium-term plans, we use the National Curriculum and select appropriate objectives that relate to the history topic.

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, although s/he and the history subject leader often discuss them on an informal basis.

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, as part of the marking policy. We use teacher assessment to assess individual children's progress and we pass this information on to the next teacher at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Cross Curricular Links

History is taught in a topic approach, every opportunity is explored to link history to all areas of the curriculum.

Teaching Methods

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 that are local and 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.

We recognise the fact that in all classes there are children of widely-different abilities 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:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty. Not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups.

Marking

See feedback policy

Reporting

Parents receive an annual written report on which there is a summary of their child's effort and progress in History over the year.

Equal Opportunities

See equal opportunities policy

Homework

See homework policy

Health & Safety

See health and safety policy

Role of the Coordinator

To demonstrate good practice in the teaching of history.

- To support colleagues.
- To monitor history teaching in the school through:
 - lesson observations,
 - the regular undertaking of work scrutiny
 - talking with children and staff,
 - updating staff on latest guidelines and initiatives
 - analysis of pupil data and specific pupil groups
 - ensuring resources and equipment are readily available and centrally stored.

A yearly action plan will identify areas for development and detail how these will be addressed.

SEN/Gifted & Talented Pupils

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Single Support Plans.

Monitoring & Review

This policy will be reviewed every two years

C.Webb Coordinator February 2015

Review: February 2017