

History Policy

1 Aims and objectives

1.1 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. Thus, they learn to value their own and other people's cultures in modern multi-cultural 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 At Lawnside, our objectives in the teaching of history 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;
- enable children to know about significant events in British history, and to appreciate how things have changed over time;
- develop a sense of chronology;
- understand how Britain is part of a wider European culture;
- have some knowledge and understanding of historical development in the wider world;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- develop the necessary skills to be able to interpret differing interpretations of historical events;

2 Teaching and learning

2.1 History teaching in our school 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 to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- sometimes grouping children by ability, 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.

3 History curriculum planning

3.1 History is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in history, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We pay regard to the national scheme of work for history but much of our planning is based on the themes chosen by the school for each term.

3.2 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 subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics 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 through the corresponding programme of study.

3.3 Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans on a regular basis.

3.4 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although they are often discussed with the subject leader on an informal basis.

4 The Early Years Foundation Stage

4.1 We teach history in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage we relate the history aspect 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 (e.g. "new" and "old") in relation to their

own lives. Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are taught the skills to be sensitive to this. They know about the similarities and differences between themselves and others, and among family members, communities and traditions.

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. Children develop oracy through discussing historical questions, or by presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

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 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 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 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.

6 History and ICT

6.1 Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. For

example, they might manipulate an image by importing a digital photograph of themselves into a photo-editing program, along with a figure in period costume and some historical background scenery. Role-playing software can engage children in visual scenarios which they can direct themselves.

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.
- 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 to ensure that our teaching is matched to the child's needs.
- 7.3 The work done by the pupils in history may contribute to the targets set out in an Individual Provision Plan (IPP). Teachers will have regard to these targets when planning lessons and designing tasks for history lessons.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment

- 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 At the end of the year teachers make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's grades in a mark book. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

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

9 Resources

9.1 There are sufficient resources for all history teaching units in the school. The library contains a good supply of topic books and software to support children’s individual research.

10 Monitoring and review

10.1 The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children’s work and to monitor and evaluate the progress made by children in history across the school.

10.2 The quality of teaching and learning in history is monitored and evaluated by the headteacher as part of the school’s agreed cycle of monitoring and evaluation.

10.3 This policy will be reviewed at least every three years or sooner if necessary.

Version	Date	Author	Notes on revision(s)
1	March 2018	H. Khindey	New policy written for adoption
2	February 2019	H. Khindey	Amended from LLS to Lawnside Academy



Signed: _____
Principal

Chair of Governors