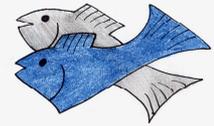


WHITFIELD ST JAMES CE © PRIMARY SCHOOL

Policy for HISTORY

Autumn 2014.



Involvement, Enjoyment, Achievement

Introduction

- This document is a statement of the aims, principals and strategies for teaching and learning of History.
- This policy was reviewed in Autumn 2014 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Development plan.

What is History?

History is a study of the past. The past influences all our lives and has shaped the customs, beliefs and development of the communities we live in today.

Aims

In History we aim;

- to help children make sense of the world in which they live
- to enable children to develop a sense of identity through study of past cultures in Britain and other parts of the world
- to develop historical knowledge, skills and understanding so that children can interpret the past through using a variety of sources and first hand experience
- to inspire pupil's curiosity to know more about the past
- to introduce an enquiry approach to learning

Principles of the Teaching and Learning of History

¶ History is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum History Orders where they are categorised into programmes of study. These provide opportunities for developing;

- historical skills
- a knowledge and understanding of people, places, events and time
- a knowledge and understanding of other historical themes e.g. use of evidence, bias,

¶ History is also a topical subject. Effective history teaching should capitalise on pupil's emerging interests in events and issues of the present time. It should also be concerned with children learning about themselves in relation to their environment and the world about them, in the present and the past.

Strategies for the Teaching of History

The Head teacher has a responsibility for ensuring the implementation of the National Curriculum for History. The Attainment Targets and Programmes of Study will provide the framework and content around which the history curriculum is planned.

¶ History is taught in a variety of ways. It may be a topic focus, or a supporting subject within a broader topic. It is usually studied as a topic focus, when skills and knowledge are developed within a particular context. In addition, these may be developed in a wider context.

¶ When planning History topics, it is important to think about;

- the balance of content
- the selection of skills and themes
- the grouping of experiences.

¶ Children work as individuals, in groups or as a class. Within this structure

- groups are usually of mixed ability with differentiation by role
- teacher initiated work is frequently used. Recording takes place in a variety of ways
- relevant discussion is encouraged
- groups are encouraged to communicate their findings in a variety of ways.

¶ Teaching methods include the following;

- information provided by the teacher
- discussion
- individual/group enquiries
- use of ICT, television, DVD, radio
- use of books, pictures, maps, globes, atlases
- role play and drama
- creative activities
- fieldwork visits

¶ All teachers teach History. Classroom helpers are used in History to assist

- in supporting group activities
- in providing extra help for children with particular needs (see below).

¶ Commercially produced schemes for History are available to be used as a resource. Teachers plan their own programmes in history to integrate with topic activities.

¶ A differentiated approach to the teaching of History ensures curriculum access for pupils with Special Educational Needs. This may include;

- additional support for pupils with language/communication difficulties with reading and writing during science activities from the teacher or C.S.A.
- providing a variety of tasks designed to meet individual pupils abilities enabling an individuality of response and a variety of outputs.
- ensuring that assessment criteria are relevant to pupils individual needs and interests.

¶ Homework is used to support History through tasks such as;

- finding answers to questions posed in school through the use of books (libraries) and interviews with friends and family. Pupils are encouraged to use this as a means of extending their interests.
- children are encouraged to bring relevant books, photos and artefacts to enhance their study

¶ Our teaching of History starts with the familiar, and progresses to events beyond this. We encourage children increasingly to take control of their own learning. Historical knowledge is acquired through a development of skills. Children will therefore;

- investigate in their own and wider environment
- ask questions about their own and wider environment
- use resources which are made readily available and accessible
- be encouraged to communicate their historical findings to others using a variety of methods including written or verbal reports and use of graphs or pictures.
- Study and reproduce artefacts.

¶ Achievement in History is celebrated in display and performance including;

- the mounting of displays showing the process and the results of historical enquiry
- communication of historical findings during whole school or whole class gatherings.

Strategies for Ensuring Progress and Continuity

¶ Planning in History is a process in which all teachers are involved, wherein;

- the foundation for curricular planning is the Primary Curriculum Organiser and the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors
- two year cycles in Key Stage 1, KS2 (Yr3/4) and KS2 (Yr5/6) of topic plans is drawn up by staff working groups and is carefully balanced to ensure full coverage of the National Curriculum. The Foundation stage learn History within "Understanding the World". A variety of topics are covered to explore the past including the immediate past. Work plans (including detailed lesson plans) are drawn up by individual teachers and are monitored by the History coordinator during the annual audit.

¶ The role of the History coordinator is to;

- take the lead in policy development to ensure progression and continuity in history throughout the school
- support colleagues in their development of detailed work plans, if and when required, and in assessment and record keeping activities
- monitor progress in history and advise the head teacher on action needed
- take responsibility for the audit, purchase bid, and organisation of central resources for history
- keep up-to-date with developments in historical education and disseminate information to colleagues as appropriate.

¶ Feedback to pupils about their own progress in history is achieved through the marking of work. Effective marking;

- is usually done while a task is being carried out through discussion between children and teacher
- aims to help children learn by encouraging them to think critically about what they have achieved
- of written work is used to help pupils to develop recording and interpretation strategies, in order to illustrate their conceptual understanding. This will vary according to age and ability.

¶ Formative assessment is used to guide the progress of individual pupils in history. It involves identifying each child's progress in each area of the history curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is carried out by teachers in the course of their teaching. Suitable tasks for assessment include;

- small group discussions usually in the context of a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting

¶ Progress in history is monitored ;

- through the development of portfolios of dated and annotated items from each year's historical work

¶ Reporting to parents is done annually through a written report. Reporting in history will focus on each child's;

- attitudes to history
- progress in historical skills and knowledge.

Strategies for the Use of Resources

¶ Classroom resources in history include;

- an area of work and display during appropriate topics
- a set of materials relevant to the topic for that class at that time.

¶ Central resources in history are the responsibility of the coordinator who has a small budget available. They include;

- research resources such as texts, DVD's, CD ROM

¶ Information technology is a major resource which is used in history for;

- communicating information (word processing and graphics/drawing packages), CD encyclopaedia
- handling information (databases and data capture equipment, CD ROM)
- modelling (simulations and spreadsheets).

¶ The Library houses a stock of books on historical based subjects and is used regularly for reference. This is supplemented by resource packs from Derbyshire Libraries

¶ History is studied with full regard to Health & Safety issues.

J Kerry 2014