



# History Policy



Approved by LGB Committees Autumn 2 2017

## **History Policy**

**1.1** The aim of history teaching within the Inspire Education Trust 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. 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** The objectives of teaching history in our school 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;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## **2 Teaching and Learning Style**

**2.1** 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 of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past and also engage in 'hot-seating' and role play. 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.

**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;
- grouping children by ability in the room, and setting differentiated tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;

### **3 History Curriculum Planning**

**3.1** History is taught as an integral part of our Thematic Curriculum. This themed approach maximises the inter-relationship between the foundation subjects and enriches the context and learning experiences offered to the children. The schemes are cross-referenced with the national scheme of work in history, ensuring the development and progression of historical skills and concepts for children of all abilities. The progression planned into the scheme of work, ensures the children are increasingly challenged as they move through the school.

**3.2** We carefully selected the themes as a basis for our long-term plans and regularly review the topics to ensure the most effective learning and teaching experiences for our children. The subject leader tracks and monitors the schemes of work to ensure we are fulfilling the requirements of the National Curriculum 2014.

### **4 The Early Years Foundation Stage**

**4.1** We teach history in EYFS as an integral part of the topic work covered during the year. As the Reception Class is part of the Early Years Foundation Stage of the National Curriculum, we relate the history side 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 listening to the story of Guy Fawkes, learning about the passage of time and discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

## **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. Some of the texts that we use during Literacy are historical in nature. For example, in Key Stage 2 we use the Literacy in History packs, to enhance the children's knowledge and understanding of life in Roman Britain and Ancient Greece. Children develop orally through discussing historical questions, or 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 timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. For example, they study the impact of the plague by analysing population statistics. In addition, children are offered the opportunity for cross-curricular links when studying mathematical concepts such as Roman numerals and the Gregorian calendar.

### **5.3 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social and health education 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, appreciating 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. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as WW2 and Neville Chamberlain's appeasement policy. In addition, children reflect on the afterlife as part of the theme 'Tomb raiders' where they reflect on how religious practice and beliefs have 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, consulting relevant web sites, and presenting information through a myriad of media such as *PowerPoint*, *tagxedo* and *picollage*.

## **7 History and Inclusion**

- 7.1** At our school we teach history to all children, whatever their ability and individual needs. This is in line 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. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

- 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 ensure that our teaching is matched to the child's needs.

- 7.3** 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 St. John's Museum or The Roman Fort at Baginton, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for Learning**

- 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 select appropriate means to present information they have researched.

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 a unit of work we track children's progress in relation to National Curriculum expectations. We use this information as a basis for monitoring the progress of the child, and for writing the annual reports given to parents, at the end of each academic year.

## **9 Resources**

- 9.1** There are sufficient resources for all history teaching units in the school, but the resources are reviewed and added to annually. Priority is currently being given to the new topics being taught as a result of the re-structuring and thematic approach to the teaching of history. These resources are located in the relevant Key Stage departments, where there are boxes of equipment for each unit of work. The library contains a good supply of topic books and there is software to support children's individual research.

## **10 Monitoring and Review**

- 10.1** 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 Subject Leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader evaluates progress against School Development Plan priorities as part of the Subject Action Plan and may be asked to present to the Local Governing Body as part of the monitoring process.
- 10.2** This policy will be reviewed at least every three years.

Date of approval: Autumn 2 2017

Signature: Head Teacher

Signature: Chair of Local Governing Body

Renewal Date: Autumn 2 2020

A signed copy of this policy is kept in the Executive Principal's MAT Office