

INGLEBY MILL PRIMARY SCHOOL



HISTORY POLICY

Autumn 2015

Date of Review	Date of Next Review
November 2015	November 2018

INTRODUCTION

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe encouraging and sometimes challenging environment. This reflects the aims and ethos of the school and staff, and is reflected in the School Mission Statement.

This document is a statement of the aims, principles, processes and strategies for the teaching and learning of History at Ingleby Mill.

The policy has been devised by the present history curriculum co-ordinator after discussion with the staff in school and is in line with the requirements/specifications of the 2014 National Curriculum for History.

Rationale for History in the Primary School.

The following rationale underpins the provision for History in our school:

Aims

History teaching offers opportunities to develop children's sense of identity through learning about the development of history throughout the world, focusing particularly on Britain and its influence throughout. Children will develop a strong understanding of chronology, learning how their lives differ from people's long ago, similarities and differences of past societies and identifying changes within and across different periods and identifying why there is change. Children will be introduced to what is involved in understanding and interpreting the past by exploring key concepts such as continuity and change, cause and consequence and difference and significance.

With the above rationale in mind we therefore aim to offer:

A rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the holistic needs of each child

A quality curriculum which is planned and differentiated for each individual and which also fulfils the legal requirements of the National Curriculum

An environment which fosters success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential.

An equal opportunity and access where we hope to inspire everyone to accept new challenges without fear of failure or criticism, thereby responding to the needs and interests of individual pupils.

Foundation Stage

In The Foundation Stage, History comes under the wider title of Understanding of the World.

Historical aspects of learning in this area of the curriculum include:

People and communities

Children will talk about past and present events in their own lives and in the lives of family members. They will discuss what other children do and don't enjoy and be sensitive towards this. They will show differences and similarities between themselves, and others, and among families, traditions and communities.

Children will also learn about why certain events have taken place when appropriate, e.g. Remembrance, topical historical events etc. In addition, children will experience history through appropriately planned topics and themes. When planning topics the Nursery and Reception teachers will actively collaborate to plan and provide practical structured activities, including a range of structured and spontaneous play, in line with The Early Learning Goals.

In The Foundation Stage children will be introduced and encouraged to use historical language using words in context with growing understanding. Children will be introduced to stories, events and objects to further gain a sense of chronology. Stories from big books are a highly recommended as well as poems, songs, practical objects and artefacts, which will form the basis of resources used by the children. Where possible, first hand accounts by visitors will be used to develop historical questions and discussion points. As children progress they will be encouraged and supported to think of and begin to answer their own questions.

Children will record their work in a variety of ways, appropriate to the age and stage of their development. Drawings, paintings, tables of results, digital photographs, perhaps contributing to a classroom display, are all recommended and should all be used.

Key Stage One

In key stage 1, History is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history, using common words and phrases relating to the passing of time.

Children should start to show some awareness of a chronological framework by identifying events that happened recently and those of long ago.

Children:

- learn about familiar and famous people and about events from within living memory and the more distant past in Britain and elsewhere;
- look for similarities and differences between life today and in the past and use common words associated with the passing of time;
- talk and write about what happened in key events and why people acted as they did;
- find out about the past using different sources of information and representations.

Key Stage Two

In key stage 2, history is about developing a sense of identity through an increasing understanding of chronology and historical enquiry through both overview and in-depth studies of local, national and international topics. Children will also start to construct informed responses to significant historical questions through the organisation of relevant information. Children will also start to ask their own historically valid questions about change, cause and significance.

Children:

- use their understanding of chronology and historical terms when talking or writing about the past.
- find out about people and important events and developments from recent and more distant times, making links across different periods of history;
- learn about different aspects of local, British and world history;
- discuss why things happened or changed and the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways.

Language and communication

Children:

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- use historical language and draw maps, diagrams and illustrations to communicate historical information;
- read historical fiction and non-fiction and extract information from sources such as reference books, CD-ROMs, artefacts and the Internet.

Values and attitudes

Children:

- learn about the experiences of people in the past, and why they acted as they did;
- develop respect for and tolerance of other people and cultures;
- learn how people in the past have changed the society in which they lived;
- develop respect for evidence and the ability to be critical of the evidence;
- develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Planning: progression and continuity

Teachers plan for History in Teams termly or half-termly following the agreed Scheme of Work.

Schemes of work have been developed by the whole staff. The termly or half termly programmes have key objectives which are central to pupils' achievements and the teachers give priority to these key objectives when planning work and assessing it. Work may be blocked as appropriate.

Medium term planning can be found on 'Staff Shared' documents for each year group, in the appropriate year's planning file e.g. Planning 15-16. At the end of each unit teachers will assess children's progress by highlighting the skills, within the appropriate band, that the children have acquired within the current assessment framework of Target Tracker.

Features of progression

Progress in history can be characterised by:

- placing events, people and topics within a timeline
- constructing reasoned arguments for continuity and change using relevant information
- identifying the most appropriate evidence and beginning to ask questions of it;
- asking and answering more complex questions;
- making links and connections between different areas of learning;
- recognising patterns and categorising;
- understanding more abstract concepts and terminology;
- understanding what is more and less significant;
- appreciating the relevance of learning;
- using a greater depth and range of historical knowledge to back up judgements;
- becoming independent in learning.

Expectations

Broad issues of progression can be expressed as expectations for each key stage.

By the end of key stage 1, most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using common terms concerned with the passing of time;
- compare the lives of people in the past to their own lives, stating similarities and differences
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions using a range of sources of information.

By the end of key stage 2, most children will be able to:

- know and understand the history of Britain as a coherent, chronological narrative
- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- understand and use a wider range of abstract terms such as 'empire' and 'civilisation';

- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- use a variety of relevant information to perform methods of historical enquiry to understand the impact of people in history;
- give some explanations for the different ways the past is represented and interpreted;
- record their knowledge and understanding about the past in a variety of ways using dates and historical terms;
- make connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Cross-curricular links

History provides an ideal opportunity to link with all other curriculum subjects. Children will be encouraged to incorporate a wide range of cross-curricular activities and skills to further develop their historical understanding of the topics studied. Some of the history work may be carried out in other timetabled lessons. When planning, teachers are encouraged to incorporate a range of such creative activities where appropriate.

Marking

A Marking Policy has been agreed which offers consistency of approach and presentation. (Please refer to the Marking Policy for details.)

Teaching and Learning Styles

The teaching and learning of History should be both stimulating and motivating through the use of genuine and replica artefacts and fossils, professional topic-kits and a wide range of multimedia, with children encouraged to show increased levels of independence as they progress through school.

Children in both Key Stages will be expected to have the opportunity to undertake a range of historical tasks/assignments and related experiences appropriate to the age and ability of the child. It is important that the teacher considers carefully the most suitable strategy to introduce/develop each unit of study for History.

Classroom Management

The majority of History lessons will be taught in the children's normal class group. School trips will be undertaken as often as possible, wherever possible. Ease of access to resources will have an impact on teaching of this subject.

Children could also be given opportunities to practise some of the skills of investigative work, *e.g. thinking about questions to ask about a topic, and ways of finding out the answers.*

Many units provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks to set include:

- finding out more about the topics in the units;
- asking children to apply the new ideas they encounter to their own life experience;
- collecting data and information.

NB

Teaching Assistants and /or parent helpers will need to be given specific guidance on the way in which they support/work with children - the level of independence that the children should be allowed - and the specific aims and objectives for any activity that they are to oversee.

Recording of Work

There are a variety of ways in which children are encouraged to record work in History to show their knowledge, understanding and level of skills. They include:

- talking, discussing, writing ideas, notes
- asking/answering historical questions
- using appropriate historical language to describe features
- evaluations of completed work
- class or school display related to History
- use of ICT for recording work

Assessment / Record Keeping/ Reporting

Assessment in History is based on the statutory level descriptions and the single statement of attainment. The level descriptors for the 'History' attainment targets describe the type and range of performance that children working within a particular year group should characteristically demonstrate. In all year groups each unit of work for the subject will be assessed against the 'Expectations' for each pupil, and will be recorded through Target Tracker. Each child be judged as to whether they are secure,

working within, working towards or below national expectancy. This will then help to inform future planning.

At the end of each Key Stage teachers should adapt a 'best fit' strategy to assess the performance of individual pupils at this time.

Once each year teachers will be expected to produce a written report to parents/guardians on each child's attainment/progress in this subject. Staff will also review pupil performance with parents at the 2 consultation evenings during the year.

Evaluation

Individual teachers evaluate the success of teaching each week, and where necessary suggest future improvements in their short term planning. Half termly/termly evaluations are fed back to the subject co-ordinator and head teacher.

The subject co-ordinator will oversee the long term planning/medium term plans and subject evaluation for the subject.

The range and quality of children's work will be monitored during the course of the year.

The subject co-ordinator will also have the opportunity to evaluate the subject through direct observation of its teaching at agreed times in the year. This may take the form of Learning Walks throughout school where evidence is collected in the forms of photographs, samples of children's work or photocopies of children's books. This work is to be stored within a History folder within the schools computer system.

See Staff Shared - History - Evidence of work/portfolios

Budget and Resources

The annual agreed budget will be used to continue to build a wide range of appropriate and relevant resources to support history teaching and learning. Staff will be consulted about their team or year group needs. Museum loan services will continue to be used where appropriate.

Children will have the opportunity to work with a range of quality resources and equipment, which are located in each of the Team 'shared' areas.

The safe and appropriate use of these resources by the children is the responsibility of the class teacher.

Resources are regularly monitored and evaluated with staff to ensure that the History budget is spent effectively and fairly.

Resources should support learning objectives, be appropriate for age, Key Stage and topic, and be as wide ranging as possible, e.g.: -

- ✓ audio tape / DVD/video / TV programmes
- ✓ CD-ROM / Internet / Schemes of work
- ✓ photographs
- ✓ databases
- ✓ work before, during and after school trips
- ✓ interviews
- ✓ role play / drama / performances from outside agencies
- ✓ dance / music
- ✓ maps, archives, newspapers and journals
- ✓ links with parents and the wider community
- ✓ fiction and non-fiction books
- ✓ food
- ✓ artefacts and clothing
- ✓ DT and artwork

Role of the Co-ordinator

- to provide where necessary positive and appropriate support to the teaching and non-teaching staff either informally or through appropriate INSET or staff meetings. .
- to have an overview of continuity, progression and assessment and monitoring in History throughout the whole school.
- to promote History within the school,
- organise and review the History resources,
- ensure supplies of consumables are maintained,
- provide good practice of History,
- ensure there is equality of opportunity in History,
- organise and review History resources to ensure their relevance and usage,
- to monitor the quality of planning, teaching and range and type of resources in line with current school practices and annual budgets.
- to ensure History is implemented effectively within the classroom to expected National Curriculum requirements.

Role of the teacher

At Ingleby Mill we expect that teachers will continue to set high expectations of both themselves and of the children, and that this will be reflected in the teaching of the subject in the range and quality of work produced, so that the teacher will:-

- Demonstrate secure and confident subject knowledge to ensure that history skills are developed.

- Demonstrate skilful questioning.
- Provide a balance between giving information and providing opportunities to investigate and explore.
- Ensure the children are fully interested in the subject, and are curious about times and people.
- Have clear and high expectations in order to motivate and encourage children in application to their work.
- Provide a range of resources, which are readily available and appropriate for lesson.
- Provide differentiated teaching and high expectations of more able groups who were encouraged to provide evidence of concepts discussed.
- Lead children to examine carefully selected extracts from a given resource.
- Support and encourage individuals and groups through differentiated questioning and challenging pace.
- Relate the content of the lesson to previous and future lessons.
- Encourage use of historical terminology.
- Assess the pupil's work at regular intervals.
- In the 'plenary' component of lesson, assess children's ability to grasp skills and knowledge covered in lesson.

Equal opportunities

When planning and teaching, gender issues should always be considered. The history programme is devised for all children attending our school. Teachers will be required to treat all children as individuals with their own abilities, attitudes and differences. Children will be provided with the opportunity to work as individuals and as part of a variety of groups where groupings have been considered with relation to the children's education needs. When looking at people in history a range of both men and women should be studied. (See Equal Opportunities Policy).

Special Educational Needs

All children will be provided with relevant appropriate and at times challenging work in this subject. All children will have access to all areas of History wherever possible i.e.

- setting suitable learning challenges for all pupils
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment of individuals and groups

Curriculum planning and assessment will therefore take into account the type and extent of those special needs related to each identified pupil - e.g. physical disability, specific learning difficulty, and gifted and talented.

In many cases the action necessary to respond to an individual's requirements for such curriculum access will be met through greater differentiation by task, through or progression with targeted and appropriate resources made available where necessary.

More Able and Talented Pupils

Children with much higher than average ability in History, are identified by class teachers and opportunities would be provided to extend their skills by:

- setting work that is more challenging
- providing investigational work that encourages initiative, self direction and stimulates originality.
- developing higher level thinking skills.

Health and Safety

Health and Safety must always remain an important consideration. History provides ideal opportunities for educational visits. When taking children out of school the normal school policies and procedures should be adhered to. (See Health and Safety Policy Educational visits). Safety and hygiene issues should be addressed in planning and in the general management of the classroom.

Review of this policy

This policy was approved by the governing body in December 2015. The review of this policy will take place in Autumn 2018 or earlier if the need is identified.