

St Ippolyts C.E. Primary School



**History
Policy**

July 2012



ST IPPOLYTS CE (AIDED) PRIMARY SCHOOL

HISTORY POLICY

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1. The importance of History

- To fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present.
- To help students develop a chronological framework for their knowledge of significant events and people.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

2. Aims and Objectives

- To develop a positive attitude in children's approach to historical enquiry.
- To provide children with the opportunity to learn about some periods of British History and those of other countries and cultures.
- To provide children with the experience of using different historical sources.
- To present the past in teaching, learning and enrichment experiences that children can relate to.
- To develop a sense of chronology.
- To develop children's ability to explain and analyse the historical periods studied and understand different points of view.

In order to achieve these aims, teachers will provide effective learning opportunities for all pupils by:

- Planning effectively using the appropriate programme of study.
- Providing opportunities for each child to develop historical enquiry and skills.
- Differentiating tasks to meet the needs of all children.
- Encouraging interest and enthusiasm, by providing appropriate resources.
- Monitoring, assessing and recording each child's progress according to the school's policies and requirements for this subject.

3. Teaching and learning

Teaching Methods

A variety of teaching and learning styles are used in history lessons with children taught as individuals, in groups or as a class. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary resources. 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 questions, such as 'how do we know?', about information they are given.

Wherever possible we use first hand experiences as a stimulus for an area of study, including the use of:

- Artefacts
- Photographs
- School records
- Visits to buildings and sites of historical interest
- Oral accounts from visitors to school

The above elements are designed to develop the following historical skills:

- Questioning
- Use of historical vocabulary
- Sequencing of events, leading to the development of the concept of chronology
- Observing differences over time
- Understanding cause and consequence
- Understanding that events may be recorded from different viewpoints and to be able to distinguish the reason for different viewpoints
- To use a variety of historical source material
- To be able to communicate their understanding orally, visually and in writing.

Planning

History within the Early Years

In the early years learning follows the objectives set out in Early Years Foundation Stage Curriculum. History makes a significant contribution to developing a child's knowledge and understanding of the world. This is through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives. Key skills, knowledge and experiences are individually assessed through the Foundation Stage Profile.

Key Stage 1

In Key Stage 1, history learning focuses on beginning to understand the concepts of past, present and future and developing an understanding of a child's and their families past.

Children will:

- Learn about peoples' lives and lifestyles by finding out about significant people and events from the past.
- Listen and respond to stories and use sources of information to help them ask and answer questions.
- Learn how the past is different from the present.

Key Stage 2

In Key Stage 2, history is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past.

Children will:

- learn about change and continuity in their own area, in Britain and in other parts of the world.
- look at history in a variety of ways such as from political, economic, technological, social or religious perspectives.
- use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments.
- learn that the past can be represented and interpreted in different ways.

The teaching and learning of History is organised to follow a topic based cross-curricular approach, at both Key Stages (Appendix 1, Scheme of Work KS1 and KS2,). A two-year rolling programme ensures coverage of the programmes of study and provides continuity. Opportunities for links with other subjects are used as much as possible.

4. Equal opportunities

All pupils have equal access to the history curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

We recognise the fact that there are children of widely different historical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Pupils with Special Educational Needs

Children with SEN are taught history alongside their classmates and are provided with activities to suit their ability. Activities may be differentiated by support, time, questioning, expectation, task or grouping.

Able, Gifted and Talented

At St Ippolyts we aim to challenge all children, and those with abilities markedly exceeding those of their peers are provided for alongside their classmates with activities to suit their abilities. Activities for AGAT children can include research projects focussing in more depth on an area of study, challenging and extending by debate with their peers and teachers, and using 'enquiry questions' to promote learning and prompt pupil questions.

5. Assessment, recording and reporting

The nature of assessment depends on the type of activity or lesson and the age or ability of the pupils.

Assessment methods include:

- Observing children working, individually or in groups.
- Questioning and listening to children.
- Assessing written work.
- Use of ICT.
- Observations undertaken by the History Subject Leader.

At the end of a unit of work summary judgements are made for each pupil recording if they have yet to meet, met, or exceeded the expectations of the unit. These assessments are used to plan future work, provide the basis for assessing the progress of each child and provide information for the next teacher. The History Subject Leader keeps samples of the children's work in a portfolio.

In both Key Stages pupils have opportunities to record their work in a variety of ways, such as writing, pictorially, using ICT, diagrams or graphs, maps, verbally, role-play or drama and group or individual presentations.

Parents are informed of their children's progress in an annual report.

6. Health and safety

All teachers follow the school's agreed procedures when taking children out of school for visits to historical sites (see School Guidelines).

7. Resources

Resources are continually reviewed by class teachers and subject leader to enable effective teaching of History units in the Scheme of Work.

Early Years and KS1 history resources are held in each classroom. Resources for KS2 are stored centrally in individual unit topic boxes. In the library there is a good supply of history topic books for use in KS1 and KS2. At St Ippolyts we also acknowledge the value of the school building, local people and the surrounding area as important historical resources.

There is a range of educational software to support teaching and pupil's individual research. A list of useful websites is held by the subject leader.