



History Policy

This policy represents the agreed principles for the provision of History within Shepherd Primary School. This policy has been agreed by governors within the school and all teachers representing the Foundation Stage, Key Stage 1 and Key Stage 2.

School aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and changing curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Aims

- To help children understand the present in the context of the past;
- To arouse interest in the past and encourage questioning and speculation;
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world;
- To foster an understanding of various cultural backgrounds;
- To contribute to children's knowledge of how societies and people have developed over time;
- To promote the skills of enquiry, analysis, argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play and presentation;
- To enrich and support other areas of the curriculum through the teaching of the Creative Curriculum;
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live;
- To promote a real life experience of historical learning.

We will achieve these aims by the following objectives:

- Pupils will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences;
- Pupils will compare a range of historical events to gain knowledge of change and the evolution of life styles;
- Pupils will be given an understanding of chronology;
- Pupils will recognise that some things change and others remain the same;
- Pupils will be made aware that historical events often have more than one cause and consequence.

Teaching and learning style

History teaching should allow children to think as historians, using the skills set out above. To achieve this, emphasis on historical enquiry and analysis is key, allowing children to discover, question, observe and experience history through a variety of learning and teaching styles and settings. These include:

- visiting sites of historical significance
- inviting visitors to share their first-hand experiences of past events
- story-telling and story-writing
- using film to develop and enhance skills of inference and interpretation
- using artefacts and primary sources to develop and enhance understanding about the life of people in the past
- using reference texts and web-based resources, posters and maps to enhance understanding of historical context and chronology
- the use of Art to present primary source material in a visual and imaginative way; allowing children to express their understanding and learning through art-based activities

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 different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants, where possible to support children individually or in groups.

History curriculum planning

The school uses the National Curriculum and the Creative Curriculum as the basis for its curriculum planning.

The long term history plan/overview demonstrates how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

The medium term plans (MTPs) for history have been revised and updated to reflect changes to the planning cycle within the school. They identify key learning objectives and skills, as well as expected outcomes for each unit of work. Cross-curricular links with the Creative Curriculum are made and identified. Short term or weekly plans are distilled from the MTPs.

The topics studied in history link directly to the Creative Curriculum topic being studied by each year group each term. They are planned to develop skills, knowledge and understanding in each unit through planned progression written into the scheme of work; in this way, children are increasingly challenged as they move up through the school.

The Foundation Stage

History is taught in Nursery and Reception classes as an integral part of the topic work covered during the year. As both classes are part of the Early Years Foundation Stage (EYFS) of the National Curriculum, the history aspects of children's work relates to the objectives set out in the

Early Years Outcome which underpin curriculum planning for children aged 3-5. History makes a significant contribution to the following areas of Learning Development in EYFS:

- Understanding of the World;
- Communication and Language;
- Personal, Social and Emotional Development.

History Provision

Currently all classes from Year 1 upwards (for EYFS see above) timetable at least one hour of history per week. This may be taught as a discrete subject, but increasingly, it is being woven into the rest of the curriculum following the adoption of the Creative Curriculum in January 2008 and the New National Curriculum in 2014.

In addition to classroom-based provision, Year groups have the opportunity to explore their topic through off-site visits. The programme of visits ensures that children have access, each term that History is taught, to an experience outside of the classroom which is historically based.

The contribution of History to teaching in other curriculum areas

The introduction of the Creative Curriculum in January 2008 and the New national Curriculum in 2014, has allowed a closer link between History and other areas of the curriculum.

English

History contributes significantly to the teaching of English in school by actively promoting the skills of reading, writing, speaking and listening. Teachers are encouraged to forge links between their topics and the units in the English curriculum. Children develop oral skills through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing notes, letters, diaries, questionnaires, leaflets and storyboards, and through using writing frames.

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 and others' lives. They also learn to collect and present information in graphical or diagrammatic form, and to interpret data presented in such a way.

Art

History and Art can be closely linked in the classroom. Paintings and pictures of different historical periods are an effective and instant way of introducing primary source material to children; they are often information-rich and provide a visual insight into a particular area. Similarly, sculptures, art and craft and artefacts can create an immediate impact. For visual learners, these resources are particularly helpful.

Children can also use Art to express and present their own views and understanding of particular areas of the History curriculum.

Computing

Computing enhances our teaching of History throughout the school, in that it allows a much wider access to material of all kinds. Historical enquiry, questioning and observation can all involve the

use of computer technology in a variety of ways: from straightforward word processing and presentation of work, through to research on the internet and exploration through virtual reality applications.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of PSHE. 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. This is further enhanced by the SEAL theme that encompasses cross curricular throughout the school.

Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development. 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.

History & Inclusion

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. The school has a comprehensive Gifted and Talented policy and a central register which is used to challenge those who excel in certain subjects. For further details see the relevant policies.

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, and 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.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

Assessment for Learning

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, for example, of voyages of discovery. Teachers will assess children's work by making informal judgments 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. All children are encouraged to make judgements about how they can improve their own work through self-evaluation.

At the end of each term, teachers will complete the Medium term Planning Assessment Sheet for each unit of work in History. The assessments will be against National Curriculum descriptors and bear in mind the objectives of the unit. They will also take account of key skills to ensure progression.

Health and Safety

Where children use computers for work in History, the school has an e-safety policy to protect the staff, pupils and the school.

Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that children, staff and adult helpers are kept safe and secure whilst away from the school environment.

Resources

Resources for all history units are kept in the relevant the classrooms, where they can be added to and maintained by the class teacher for those particular year-based units.

Since the introduction of the New Curriculum, all classes have begun to acquire their own resources related to their new termly CC topics. It is an aim that Topic or Creative Curriculum boxes are developed, resourced and maintained so that each Year group has a ready source of high-quality, relevant and varied material available for teaching and learning. This will include History resources, but will also allow stronger links to be made with other subjects within a particular Creative Curriculum topic.

Sustainability

Through our work towards the Sustainable Schools Award, Shepherd Primary School is committed to being environmentally sustainable and educating our children and wider school community about sustainability for the future.

In moving towards being sustainable, we are attempting to reduce our ecological footprint or to tread more lightly on the Earth. This equates to reducing the amount of resources we use and buy, the waste we produce and the emissions we produce.

Class teachers plan to teach children about sustainability issues, through the teaching of History, where appropriate and relevant.

Monitoring and Review

The monitoring of the standard of children's work and of the quality of teaching in History is the responsibility of the subject leader. The History Subject Leader is also responsible for supporting colleagues in their teaching of History, for keeping informed about current developments in the subject and for providing a strategic lead and direction for History in the school.

The History Subject Leader file will include evidence from the following areas:

- Monitoring – to include learning walks; annotated planning; assessment for learning; monitoring of planning and work scrutinies.
- Assessment data – to include moderated work and end-of-unit assessments by class teachers
- Provision – to include evidence that the curriculum meets the needs of pupils
- Intervention/enrichment – to include intervention plans; G&T plans; lists of vulnerable groups
- Planning – to include a long term plan/overview for History; evidence of short and medium term planning

- Resources – an overview of resources for each unit of work and Year group; budget allocation and expenditure

The History Subject Leader gives the Headteacher a yearly report in which s/he evaluates the strengths and weaknesses in the subject, and indicates further areas for development and improvement.

The History Subject Leader will have specially allocated time for reviewing samples of the children's work and for reviewing History lessons across the school.

This policy will be reviewed every two years.