

# Hanley St Luke's C of E (A) Primary School

## History Policy Reviewed Autumn 1

### Aims and Objectives

The aim of History teaching at Hanley St Luke's Primary School is to stimulate the children's interest and understanding about the life of people. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. 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. 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem solving..

The objectives of teaching History 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 doing so 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 in it so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation, presentation and local area.

## Teaching and Learning Style

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. We recognise and value the importance of cross curricular learning, drama and storytelling 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.

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;
- Using differentiated work/questions and mastery questions;
- grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- providing resources of different complexity, depending on the ability of the child;

## History Curriculum Planning

We use the Chris Quigley Essentials for our planning in History. Some of the History units of work have been adapted to suit our local context and make them more culturally relevant for the children. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in History in three phases (long-term, medium-term and short-term).

The long-term plan maps the History topics studied in History in each year group, and the children study History topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the New Curriculum through the corresponding programme of study.

We use the Chris Quigley Essentials as the basis for our medium term plans as well, which give details of each unit of work for each term. The subject coordinator keeps and reviews these plans.

The class teacher uses lesson plans for each History lesson (short term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject coordinator often discuss them on an informal basis.

## Foundation Stage

We teach History in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage 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 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.

## Cross Curricular Links

Whenever possible and appropriate, cross curricular links should be identified in the teaching of History.

### *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 in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within History lessons. They develop their writing ability by composing reports, diary entries and letters. Pupils' writing is supported by the use of writing frames and word banks.

### *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 time-lines and through sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare and contrast aspects of History.

### *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, 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.

### *Spiritual, Moral, Social and Cultural Development*

In our teaching of History we contribute where possible to the children's spiritual development, as in the Key Stage One unit of work, 'What are we remembering on Remembrance Day?'. We also provide children with the opportunity to discuss moral questions, or what is right and

wrong through various historical topics. 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 and ICT

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 Two. The children use ICT in a variety of ways, such as word processing, finding information on the Internet, consulting Encarta and presenting information through PowerPoint or the MLE. They can make creative use of the digital camera to record photographic images. They can further use email to gather information from sources in other countries.

### History and Inclusion/Equal Opportunities and Health and Safety

All children will be given access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds 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 able and talented and those learning English as an additional language. We take all reasonable steps to achieve this.

Able and Talented children in history are identified by their class teacher. During the academic year, they will have the chance to attend appropriate workshops and/or visits and/or activities which will further enhance their knowledge, understanding, ability and talent in this subject.

Where children are to participate in activities outside the History classroom we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

### Assessment, Recording and Monitoring of History

Teachers regularly use Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in History. Success Criteria is included within all planning in History, and allows teachers to monitor the effectiveness of their teaching and the learning taking place and to use this information to inform future planning. Written or verbal feedback is given to the child to help guide his or her progress. Also photographs may be used as a means of recording evidence of pupils achievements, along with any work produced.

The Co-coordinators also regularly monitor work within history, to ensure continuity, coverage and progression throughout the school and Key Stages.

Self assessment and peer assessment is used regularly to support the children's assessment for learning.

### Resources and resource management

There are sufficient resources for all History teaching units in the school. We keep these resources in year group classrooms for each topic. Resources also include software for some topics. The classroom reading corner and school library also contains a supply of topic books to support children's individual research. Class teachers should inform the co-ordinator if their class store needs replenishing or if they use up something so it can be replaced.

If a member of staff wishes to request specialist resources for their class they should speak to the Co-ordinator, in advance of when it is required.

### Roles and Responsibilities

The History Co-ordinator will be responsible for:

1. Ensuring progression of skills throughout the school
2. Ensuring the effective teaching of History throughout the school and monitoring as outlined in the Teaching and learning Policy.
3. Auditing, organising and purchasing History resources.
4. Offering support and advice on possible teaching activities to all staff.
5. Review the policy at least every 3 years.

History Co-ordinator : Miss Mandy Taylor Sept 2015