



History Policy

Introduction

This policy outlines the purpose and management of the teaching and learning of history at The Fairlawn and Haseltine Federation. A structured framework has been designed, allowing for the progression and continuity across the primary stages. The implementation of this policy is the responsibility of all the teaching staff.

Aims and objectives

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. Children learn a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. As such the children learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people live in the past, they are better able to make their own life choices today. Through investigation of past events the children develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

The aims of history teaching in our schools are:

- To stimulate the children's curiosity about the past in Britain and the wider world.
- To encourage thinking about how the past influences the present
- To foster a sense of identity and an increased understanding of the children's own position in their own community and the world.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To understand how Britain is part of a wider European culture.
- To foster an understanding of various cultural backgrounds
- To develop in children a chronological framework for their knowledge of significant events and people
- To develop and promote the skills of argument, hypothesis, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction and role-play.
- To promote children's awareness and understanding of gender, cultural, spiritual and moral issues
- To enrich and support other areas of the curriculum.

- To prepare children for adult life by helping them to understand the nature of the society in which we live.
- To develop pupils as active citizens

Objectives

We will achieve these aims by the following objectives:

- Children will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences.
- Children will compare a range of historical events to gain knowledge of change and the evolution of life styles.
- Children will be given an understanding of chronology.
- Children will recognise that some things change and others remain the same.
- Children will be made aware that historical events often have more than one cause and consequence.
- Children will have access to a range of sources such as people, the local environment, sites and visits, photographs, portraits, artifacts, written materials, ICT based materials, data, TV / video/DVD extracts
- Children will investigate significant issues about the past
- Children will learn in a variety of contexts - individually, in groups, as a whole class
- Children will learn to present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As knowledge, understanding and confidence develops, the children will begin to pose and investigate their own questions about the past

Teaching and learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts 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 of the past. We invite history experts to visit classes bringing artefacts to explore, try-on, handle and sketch. From outside visits the children receive a range of interactive learning experiences including both drama and creative workshops. We recognise and value the importance of stories in history teaching and learning and regard this as an important way of stimulating interest in the past. We ensure that all relevant and effective cross-curricular links are made, especially with literacy and art. 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.

Equal opportunities

We plan our learning so that it challenges and involves all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We use materials for teaching, which avoid stereotyping and bias towards race, gender and role of disability. We deal with such issues clearly and sensitively when they arise.

We recognise the fact that in all classes there are children of widely different abilities 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:

- Facilitating open-ended learning that encourages a variety of responses
- Personalising the learning
- Providing resources of different complexity
- Using additional adults to support children's learning individually or in groups

History curriculum planning (Appendix 1)

We use the agreed national curriculum for History teaching (2015) as the basis for our curriculum planning in history. We have adapted and annotated this to ensure it is relevant to the local context and we have ensured that all the key skills are being taught and cross-curricular links are clearly identified. We ensure that there are opportunities for all children to develop their skills and knowledge in each unit, and we build planned progression into the scheme of learning so that the children are increasingly challenged as they move up through the school.

The children study history topics in conjunction with other subjects and cross-curricular links are included in the scheme of work, however, we also place an increasing emphasis on independent historical study as children move through the school. We teach the knowledge, skills and understanding set out in the National Curriculum through a range of topics and approaches.

A half termly overview for each year group has been created which states the appropriate knowledge, skills and progression for that half term. Teachers then have some flexibility to approach the 'topic' from any angle that they may feel is appropriate to hook or engage their pupils. Where possible teachers use the children's interests and questions to help inform next steps thus ensuring that the curriculum is as personalised as possible.

The Early Years Foundation Stage

Within the Early Years Foundation Stage, history is included as part of *Knowledge and Understanding of the World*. Through the experiences provided in both the Nursery and Reception settings children will develop "a sense of time" by the end of the Foundation Stage. The early learning goal most closely associated with history

says that children should be *finding out about past and present events in their own lives and in those of their families and other people they know*. Through topics covered such as *Ourselves, Settling In and People Who Help Us*, the children are encouraged and given opportunities to share information about themselves and their wider life, discuss past and present events and experiences, and ask questions about others to find out more. In addition to this we use a wide variety of resources including artifacts, pictures, photographs and stories, and arrange for the children to talk to visitors. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

History and technology

We use technology to transform the teaching and learning in history.

Assessment for learning

Teachers will assess children's learning by making informal judgments during lessons and comment on the historical skills shown. On completion of a piece of learning, the teacher assesses and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. All children are encouraged to make judgments about how they can improve their own learning. Teachers will also use target tracker to assess attainment of skills and knowledge and act as formative assessment.

Resources

History is well resourced in our school to be able to teach all the units. There is a central area for resources that relate to the topic across the phase groups. We also subscribe to the Islington Library Service which provide a range of books, costumes and resources for each year group.

Roles and responsibilities

Each class teacher has the responsibility for the teaching of history and needs to ensure that their own knowledge is continually updated.

The subject leader is responsible for:

- Taking the lead in the development, evaluation and amendment of schemes of learning as and when necessary.
- Monitoring the standard of the children's learning and the quality of teaching in history in accordance with the schools updated monitoring and assessment policy guidelines.
- Supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in school.
- Resourcing the curriculum by renewing, updating and complementing resources where necessary.
- Managing a delegated budget.

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Signed Executive Headteacher:

Signed Chair of Governors: