



Guiding us
step by step
into the future

History Policy

Member(s) of staff responsible	
Governor responsible	
Sub-Committee responsible	
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	
Date next review due	

Document Version Control

Issue Number	Issue Date	Summary of changes

VISION STATEMENT

"All at Warden Hill are working to create and maintain a safe, healthy and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence."

"We seek to develop in each child the realisation that individually they are unique and of immense worth, but also that they have an important contribution to make in maintaining and developing the society in which they live."

(School vision statement)

AIMS

We believe that History is a tool of learning and communication and is about people and their development over a period of time. It is essential to our understanding of the development of the modern world. Skills developed through the study of History are applicable to everyday life.

The school aims to encourage pupils to:

- Have a lasting interest in, and enjoyment of, learning about the past
- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same
- Investigate how and why events happen and how they may be linked
- Consider what it was like to live in different periods and what motivated the people who lived then and try and understand the way they thought
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived
- Understand that people interpret the past differently and use different ways to present their ideas
- Make thoughtful use of a variety of sources to find out about the past
- Communicate their ideas in a variety of ways and with clarity and independence

PROVISION

Foundation Stage

We teach history in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, 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 the ELG objectives of 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 new and old in relation to their own lives.

Key Stage One and Key Stage Two

A scheme of work for Key Stages 1 and 2 provides the basic framework for learning and teaching in History. The History curriculum offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively.

The study of History will aim to develop:

- Curiosity
- Imagination
- Responsibility
- Critical awareness
- Environmental awareness
- Originality
- Open-mindedness
- Initiative
- Pride in work
- Tolerance
- Perseverance
- Co-operation

SUBJECT ORGANISATION

History is a foundation subject. It may be taught through topic work, discretely or as part of the literacy hour where literacy skill is being taught using historical content.

We will use a variety of teaching methods best suited to the abilities and interests of the children.

Most of the history curriculum is taught using adapted units from the QCA Scheme of Work. Topics have been allocated to each year group based on QCA guidance and can be seen in Appendix 2.

The mode of working in history is a mix of class teaching, cooperative groups (usually, but not always, of mixed ability) and individual work.

When teaching history we use a variety of approaches such as:

- Story
- Timelines
- Individual/group/class studies
- Classroom displays
- Role play and drama
- Artwork/model making/craftwork
- Use of photos, artefacts and other resources
- Site and educational visits
- Problem solving/debates/reconstructions

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.

CROSS-CURRICULAR OPPORTUNITIES

We see History as a natural context for the development of Literacy, Numeracy, RE, ICT and Citizenship. Teachers will identify opportunities in their planning to support development of these skills.

Information and communication technology enhances our teaching of History, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet (*such as The British Museum website*) and watch DVDs to enhance their studies.

ASSESSMENT

Assessment is on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Reporting to parents occurs annually with a written report and through parents evening.

SEN, Gifted and Talented (G & T) and EQUAL OPPORTUNITIES

The varying needs and abilities of the children are catered for through tasks differing in difficulty, outcome and support. Children's needs are catered for within whole class/group or individual work. Appropriate strategies will be employed for the very able and those with special needs.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

ROLE OF SUBJECT LEADERSHIP TEAM:

- To play a major role in the development of school policy and practice.
- To monitor and ensure continuity and progression in history
- To ensure that practices improve the quality of history education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To ensure teachers are familiar with the policy and help them plan lessons if required.
- To prepare, organise and lead INSET.
- To be responsible for resources used in the teaching of History

HEALTH AND SAFETY

Health and safety regulations in class-based lessons apply as for any other subjects. For school journeys appropriately qualified staff will supervise all activities.

Risk Assessments will be carried out before any visit (see Risk Assessment Policy).

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with them.

APPENDICES

Appendix 1: Progression of skills

Appendix 2: Yearly Overview