

# History Policy

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## 1. INTRODUCTION

The structure of the implementation of the policy and development of a long term plan is the result of discussion with the full teaching staff and the history co-ordinator/

The governing body are ultimately responsible in overseeing that this policy is being effectively implemented. Their agents at school are the head teacher and history co-ordinator. All staff will be involved in the implementation of this policy.

## 2. PHILOSOPHY

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. As children progress through the school, we provide them with a chronological understanding of the past.

## 3. EXPECTATIONS

At Molescroft Primary School our intention is to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.

- Perspective between local and international history encompassing all areas of history such as political and religious.

#### **4. TEACHING AND LEARNING STYLES**

It is our intension at Molescroft Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through literacy. We focus on helping the children to ask searching questions about the information they are given in order to understand the past.

We understand that children learn in a variety of different ways therefore the teachers employ a range of teaching strategies, which are appropriate to history. These include:

- Accelerated Learning Styles – visual, auditory, sensory...
- Open-ended tasks which can have a variety of responses.
- Drama activities immersing the children in the time period or event they are studying
- Providing resources of different complexity depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.
- Implementing and promoting different group-based activities through techniques such as 'jigsawing' and children taking on roles within the group.

#### **5. MAKING HISTORY RELEVANT**

At Molescroft Primary School we ensure that areas of history are investigated in detail to avoid stereotyping the past. The lives of the rich and the poor are made clear within periods of time such as the Victorians which is taught as a local historical study. Our aim is to empathise with people in the past in an attempt to explore and understand.

## 6. PLANNING

We have written schemes of work for history based on the National Curriculum which teachers use as the starting point for their curriculum planning. We provide differentiated expectations to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasingly challenged.

Long term planning maps the history topics studied in each term in each year group. History has been allocated the following times:

	% of time	time per year
Key Stage 1	3.5%	32 hours
Key Stage 2	3.5%	32 hours

This time is then distributed across the media in which the children will work with as shown on the key stage long term plans for history. See the Long Term Curriculum Plan. Within the term the teachers decide how best to apportion the time allocation. Usually the work is taught as a block of lessons.

The schemes of work provide an overview of the expectation within that unit of different abilities as well as a list of key skills and vocabulary to address.

Class teachers write a short term plan for each lesson using the accelerated learning format. The plans clearly state the objectives for the lesson.

Educational Visits are used within units of work wherever possible to enhance the children's learning opportunities.

## 7. HISTORY IN THE FOUNDATION STAGE

History in the foundation stage is taught under the umbrella of 'Understanding The World'. The children are supported in developing the knowledge, skills and understanding that helps them to Make sense of the world. In history the children work towards achieving the following Early Learning Goals:

- To talk about past and present events in their own lives and in the lives of family members.

## 8. CROSS CURRICULAR OPPORTUNITIES

In both key stages the positioning of the history units is designed to compliment the focus link for that term. For example in year one the unit 'What were homes and toys like long ago?' takes place in the spring term with the focus link 'Homes and Buildings'. The units are designed to coincide with work on homes in Design and Technology and materials in Science.

History contributes significantly to the teaching of other subject areas:

- Literacy – History actively promotes the skills of reading, writing, speaking and listening.
- ICT – Children use ICT in history to enhance their skills in data handling, presenting work and researching information using the internet.
- Drama – Children use their knowledge and empathy to take on the roles of people from the past and share their experiences.
- Art – Children use their knowledge of periods they have studied to complete art units eg.. The Great Fire of London, Egyptian printing, Silk painting around the theme of Hull etc.

History also enhances other areas such as Science, Design and Technology and Geography through the positioning of the unit in the focus link.

## 9. ASSESSMENT, RECORDING AND REPORTING

Assessment is carried out using the FLiC system throughout the school. FLiC allows teachers to continuously assess children in history across different skills which are appropriate to either KS1 or KS2. These skills include:

- Constructing and organising historical response
- Asking valid historical questions
- Demonstration of chronological understanding
- Use of historical vocabulary

The annual report will identify, within each aspect (e.g. Ancient Greece), whether each child is working at a developing, secure or enhancing level for that particular skill.

## **10. EQUAL OPPORTUNITIES**

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

## **11. ROLE OF THE CO-ORDINATOR**

The history subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the short term planning and provide support within each unit of work.
- Monitoring progress and standards within the subject. Specifically the success of the new curriculum units.
- Keeping up-to-date with developments in history and disseminating information to the rest of the teaching staff.
- Developing initiatives and celebrations of history across the school.