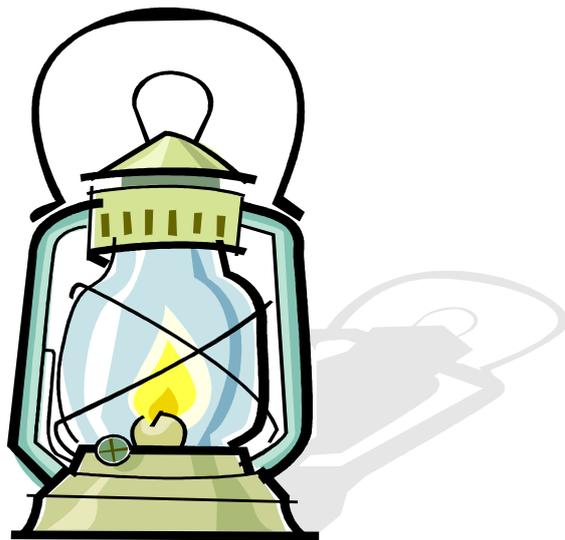




HISTORY POLICY



Summer 2017



“Shine like a lantern in the presence of the Lord.”

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INTRODUCTION

History is a study of the past and how it influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it, helps children make sense of the world in which we live.

AIMS

- To arouse and sustain interest and curiosity in the past.
- To help children to understand that society and the world around us is largely a product of the past.
- To investigate historical topics, ask questions, collect, record and organise historical information and present their findings in a variety of ways, orally, visually or in written form.
- To introduce children to the methodology of historians, thus developing skills of testing evidence and coming to conclusions that may be provisional, debatable and sometimes controversial.
- To learn about the past from a range of historical sources.
- To enable all children regardless of gender, race or physical ability to develop to their full potential through a variety of activities.

ROLE OF THE STANDARDS LEADERS

The Standards Leaders will:

- Take responsibility for the ordering, organisation and storage of all resources related to History taking note of appropriate safety procedures.
- Keep an updated inventory of all History resources.
- Familiarise all staff with these items, their uses, their location as well as any safety procedures.
- Encourage staff to form links between History and other areas of the curriculum.
- Monitor topic books.
- Attend courses and workshops in order to promote History effectively keeping the Headteacher and staff informed of the latest developments and opportunities.
- Discuss with staff their own particular needs within History and to guide, support and encourage their teaching techniques.
- Lead staff meetings which concern History in the curriculum, taking an active role both in discussion and the decision making process.

CONTENT AND ORGANISATION

Teachers take their learning objectives from the QCA Units but may use a combination of QCA and LCP to provide their Medium term plans (half termly) and their Short term plans (weekly). The teacher must ensure that differentiation, activities and resources needed are all planned for.

Early Years Foundation Stage

History is included in the area of learning known as Understanding of the World.

The Early Years Foundation Stage team plan by using the Early Years Foundation Stage framework. This enables the children to develop a sense of time and find out about past and present events in their own lives. They listen and respond to stories and are given opportunities to share and discuss past and present experiences.

Key Stage 1

Children learn about people's lives and life styles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

Children learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example, from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events people and developments. They also learn that the past can be represented and interpreted in different ways.

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 the long term plan in Appendix I.

A variety of teaching methods should be used, at all levels, according to the abilities and interests of the children including:

- Presentations by the teacher
- Use of Interactive whiteboards
- Discussion and debate
- Question and answer
- Individual and group investigations
- DVD's and CDROMS
- Use of Internet
- Role-play and drama
- Fieldwork and visits

Children will be encouraged to investigate the past using a wide range of sources including:

Written sources - books, Internet, archive records, newspapers, letters, diaries, inventories, literature (stories, plays, poems)

Visual sources – DVDs, photographs, timelines, charts, artefacts

Aural sources - tape recorded interviews, radio programmes, invited speakers, music

Historical reconstructions - music, dance, and drama from drama groups.

PROGRESSION

Children will be encouraged to develop their interest and understanding of history appropriate to their ability and skills within each Key Stage. Children will also be encouraged to extend their historical understanding and knowledge where appropriate.

Progress in history can be characterised by:

- Asking and answering more complex questions;
- Making links and connections between different areas of learning;
- Recognising patterns and categorising;
- Understanding more abstract concepts;
- Providing more reasoned explanations;
- Understanding what is more and less important;
- Appreciating the relevance of learning;
- Using a greater depth and range of historical knowledge to back up judgements;
- Becoming an independent learner.

At the planning stage desirable outcomes are applied to all areas of activity specified in the programmes of study for each key stage.

SPECIAL EDUCATIONAL NEEDS

These are to be catered for by planning a variety of approaches. Children's progress is carefully monitored to ensure suitably challenging work is given to individuals and groups (in accordance with the Special Needs Policy).

DIFFERENTIATION

Planning for differentiation is incorporated into the Schemes of Work and should include the following strategies:

Open ended common tasks for all children

Stepped tasks within a lesson or unit of work

Child grouping

Different resources for individuals or groups

Teacher support tailored to individual or group's needs.

ASSESSMENT RECORDING AND REPORTING

Teacher assessment is an ongoing procedure within the school, in accordance with the school's assessment policy to aid future planning and teaching.

Children's progression is measured against level descriptions with the facility for enrichment or extension where appropriate.

In Early Years Foundation Stage the majority of assessments are made through observations.

Children's work is recorded in their Topic books and is marked in accordance with the school's marking policy.

Children are assessed against the QCA outcomes at the end of each unit and each child is given a summative level at the end of the school year. Assessment will be used in order to inform the Headteacher, teachers, parents and governors of the pupils' achievements. Teacher assessment will include observation and discussion with pupils during written and practical work. (See Appendix II

'Teaching and Learning of Geography and History' for recording procedures)

Records of children's progress and achievements are kept in accordance with the school's policy on record keeping.

Individual children's progress in History is reported to parents in accordance with the school's policy on reporting.

INCLUSION

All children are to be given access to the full History curriculum regardless of gender, race, physical ability or financial status. Teachers ensure that no particular group or gender dominates the use of any learning situation or resource (see Inclusion Policy).

HEALTH AND SAFETY

All visits are carried out in accordance with the Educational Visits Policy. Any necessary safety procedures regarding resources will be noted on the contents list accompanying the topic boxes. Teachers must adhere to the instructions on each resource box and report any damage or deficiencies to the Standards Leaders.

RESOURCES

The school's History resources are housed in the KS2 resource cupboard in Topic Boxes. There are a selection of books, posters, maps, photographs, artefacts, videos, and computer software to support

the particular study units undertaken by the children. Additional books can be found in the school library.

The school invites visitors to talk to the children, arranges visits to historical sites and collections, and organises historical reconstructions from past societies.

History Curriculum Key Stage 1 and Key Stage 2

	Autumn	Spring	Summer
Year 1	What were homes like a long time ago?	How our toys are different from those in the past.	What were seaside holidays like in the past?
Year 2	What are we remembering on Remembrance Day?	How do we know about The Great Fire of London?	Why do we remember Florence Nightingale?
Year 3	Why have people invaded and settled in Britain in the past? A roman case study.	What can we find out about ancient Egypt from what has survived?	What was it like for children in the Second World War?
Year 4	A non-European study - Aztecs	Tudors and Tudor life	The Vikings in England
Year 5	Greek life and its influence on the Western world	Anglo-Saxon settlements	A non-European study - Benin
Year 6	A local study - Victorians		Changes in Britain from Stone Age to Iron Age

Appendix II - The Teaching and Learning of Geography and History

We use the QCA Schemes of work for both Geography and History, supported by the LCP resource files (stored in the reprographics room) which link closely with the QCA units. There is also an electronic copy of the LCP History documents saved in the Staff Drive. The QCA units provide teachers with the learning objectives and a teaching framework whilst the LCP resources provide further resource materials. QCA units are saved in the respective subject folders on the Staff Drive. Each term teachers will plan one Geography and one History unit following the Geography/History Curriculum map, which ensures coverage of the necessary key skills across each Key Stage.

ORGANISATION AND PLANNING:

Teachers take their learning objectives from the QCA Units but may use a combination of QCA and LCP to provide their Medium term plans (half termly) and their Short term plans (weekly). The teacher must ensure that differentiation, activities and resources needed are all planned for.

Geography resources such as world maps, maps of British Isles, European maps, OS maps and aerial photos are located in the Key Stage 1 and 2 resource rooms. History topic boxes are labelled and stored in the Key Stage 2 resource room.

In the first week of a new topic it is suggested teachers plan a 'wow' lesson, this will trigger enthusiasm and excitement about the new learning that will be taking place. This should be followed by a 'Knowledge Harvest' used by the teacher to assess how much the pupils already know about the topic they will be studying. A mind map may be constructed as a whole class or individually as a starting point. This lesson also gives pupils the opportunity to voice their interests and have some control over which direction their learning will take.

Usually, the children will record their work in Topic Books, unless it is being taught as part of another subject, in which case, it should be indicated on the weekly plans where the work will be recorded.

ASSESSMENT AND MONITORING:

At the end of each topic there is an exit point lesson where children will evaluate their learning. This can be written in their Topic books under the appropriate headings. The children will be assessed by the teacher against the QCA expected outcomes and their attainment recorded on the assessment sheet for that unit and saved onto the staff drive. Assessment sheets for each topic can be found in the subject folders. Teachers will need to drop their class list into the sheet and record their attainment in relation to the expected outcomes. Teachers will also carry out an evaluation of the unit, retain a copy for their folder and hand a copy to the subject co-ordinator.

The subject co-ordinator will collect pupil evaluations from each class and 3 pieces of work from top, middle and low ability pupils (at the end of each topic) to be used as evidence for the Geography and History subject folders and to show progression across the year groups. 1 piece of evidence may be in the form of an annotated photograph. The subject co-ordinator will occasionally be dropping into classrooms to interview individual children, take their photograph and, again, use this as part of the running audit and as evidence for the subject folders. Weekly plans will also be subject to occasional scrutiny.