



HURST GREEN

Church of England Primary School

# History

*Policy Statement*  
*November 2015*

*Signed (Chair of Governors):*

*Signed (Head Teacher):*

*Date:*

This policy will be next reviewed: November 2017

At Hurst Green, History will be taught through a study of blocked units. These units will be largely historical or geographical and so taught as separate subjects but, where appropriate, cross-curricular links will be made. A balance of History and Geography will be achieved over a two year cycle.

### **AIMS**

The whole school approach will ensure that continuity and progression are maintained throughout and can be identified in our medium term plans.

The specific aims of teaching history in our school 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 so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage and pride in being a British citizen;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **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. We give children the opportunity to visit sites of historical significance e.g. Battle Abbey, Hever Castle, Hastings Old Town and further afield. 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 stories 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;
- setting tasks of increasing difficulty,

- □grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

## **History curriculum planning – Key Stage 1 and 2**

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 each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics in conjunction with other subjects; some topics have a particular historical focus. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use the key skills from the new National Curriculum 2014 as the basis for our whole school coverage and therefore our medium term planning, which gives details of each unit of work for each term. The subject leader monitors and reviews these plans on a regular basis.

The class teacher writes the 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 she and the subject leader often discuss them on an informal basis.

Being a small school our class organisation may vary from year to year. The units shown may have to be changed to take account of the movement of children. Our curriculum maps will, therefore, be subject to regular review.

## **The Foundation Stage**

In the Reception classes, Understanding of the World is planned into half termly cross curricular topics. These activities, aimed to attract children's interest and curiosity, are based on first hand experiences, observation, exploration, discussion, prediction, problems solving and decision making. Children work towards the Early Learning Goals by finding out about past and present events in their own lives, and in those of their families and other people they know. Activities such as role play, looking at pictures of famous people, using the language of time (yesterday, tomorrow, old, new, past, now, then), comparing household artefacts and sequencing events in stories all encourage historical development.

## **Cross Curricular Links**

### 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. They develop their writing ability by composing reports and diaries, and through using writing frames.

### 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.

### 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. They discover how to be active citizens in a democratic society 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. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, and they find out how British society has changed over time. 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 Computing

Computing enhances our teaching of history, wherever appropriate. The children use computing in a variety of ways, such as word-processing and researching for information on the Internet. They find information on the internet using websites such as the BBC schools' famous people. They use photos from the digital camera and word processing packages.

### **Assessment**

At the beginning of a unit the teacher assesses the pupil's prior learning.

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expectations. We use these as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

### **Inclusion**

At our school we teach history to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we aim to 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 with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's (2014) year group expectations allow us to consider each child's attainment and progress in relation to that expected. This helps ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to a local museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Resources**

First hand experiences have a vital role in History - i.e. visits to important historical sites, interviews and handling of artefacts. Resources include books, videos, photographs, pictures, maps, globes, newspapers, artefacts, documents and computer software. We keep these resources in the central store cupboard where there are boxes of equipment for the unit of work. The library contains a good supply of topic books and we have several Big Books with historical themes.

## **Monitoring and review**

The role of the subject leader will include:

- leading the preparation and discussion for developing schemes of work in History
- providing support for staff
- ordering and organising resources
- keeping up-to-date with developments in teaching History
- monitoring the work throughout the school
- updating the school policy

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement in the Action Plan.

This policy will be reviewed at least every two years.