

WOOTTON WAWEN C.E. PRIMARY SCHOOL

HISTORY POLICY

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of History at Wootton Wawen School.

This policy is a working document to provide guidance and information for teaching staff. Through this policy and associated schemes of work we hope to ensure breadth, balance, continuity and progression for all the pupils.

What is History?

History is the study of the development of human societies.

Rationale

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity

people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
(National Curriculum 2014)

Aims

Our aims in teaching History 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 and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world; the nature of ancient civilisations and the character of past non-European societies;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning of history

History is a foundation subject in the National Curriculum.

We use the National Curriculum scheme of work for history as the basis for our curriculum planning in history. Where possible, opportunities have been used to link the history topics to other areas of the curriculum.

There is no specialist teaching in history and so it is the responsibility of the class teacher to complete medium and short term plans, organise and assess learning in lessons. A variety of teaching approaches will be used involving a mixture of individual, group and whole class work. Some activities will be of an investigative or problem solving nature, others will encourage children to develop skills of research and the organisation and communication of their work. Care will be taken to introduce the children to the language of history according to the level of the child and a natural continuity and progression will be ensured. We place an emphasis on examining historical artefacts and primary sources and we try and give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize 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

Differentiation will be by task, outcome or by teacher input in the classroom as appropriate.

As many historical questions raise sensitive issues of a religious or moral nature, all teachers will be aware of the need for care and sensitivity when explaining them. History is an excellent vehicle for exploring attitudes and values of previous eras and applying the lessons learned to current situations.

Approximately 45 minutes per week is spent on history throughout the year. However, this time allocation is flexible and can vary from term to term according to the topics being studied.

Assessment, Recording and Reporting

Feedback to pupils about their own progress in history is achieved through discussion between the class teacher and pupil and the effective marking of written work and the recording of constructive comments.

Formative assessment is used to guide the progress of individual pupils in history. It involves identifying each child's progress in each aspect of the subject determining what the child has learned and what the next stage in his or her learning should be. Teachers keep records of individual children's progress against key learning objectives on the school's record keeping sheet.

Pupil's progress is reported to parents at consultation evening held twice a year and through an annual report.

Roles and Responsibilities

The role of the head teacher and governors is promote good practice in the teaching of History by supporting the co-ordinator, ensuring the provision of staff in-set and allocating adequate funding for resources within the constraints of the budget.

The subject leader is responsible for developing and monitoring the teaching of History throughout the school, providing support to colleagues and the purchasing and organisation of resources. They keep up to date with developments within the subject.

The class teacher is responsible for planning lessons, differentiating activities according to the age and ability of the pupils, assessment and recording of pupils' achievements.

Links to other subjects

History can provide opportunities for work in other areas of the curriculum.

English

- listening, reading and responding to a range of sources of information
- planning and carrying out historical enquiries
- taking part in discussions and recording information

Mathematics

- using dates
- examining data to establish trends
- representing information graphically

Computing

- using the internet and e-mails for research
- developing databases
- sorting, editing and organising information and presenting their findings

PSHE and Citizenship

- develop pupils' knowledge and understanding about politics in the past and the development of governments
- to consider how different societies were organised in the past
- to help children to appreciate the achievements of past societies
- to work with others in planning and carrying out historical enquiry and solving problems
- to understand the motivation of individuals who made sacrifices for a particular cause
- develop pupils' enquiry and communication skills and their ability to critically evaluate evidence and analyse interpretations

RE

- to recognise differences and similarities between cultures and religions over time
 - to explore different interpretations of religious events of the past

Spiritual, Moral, Social and Cultural

- consider how and why events in the past happened and their many causes, and help pupils to a realisation that events did not have to happen that way, they could have taken other directions
- to comment on moral questions and dilemmas.
- to develop a better understanding of our multicultural society through studying links between local, British, European and world history

Inclusion

We plan lessons in history to ensure all groups of learners are involved, including boys and girls, pupils with SEN, pupils with disabilities, Pupil Premium children, higher attainers, including Gifted and Talented children, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Resources

All school resources are stored centrally in topic boxes located in the main stock room. Whenever possible, children should be encouraged to use genuine artefacts and primary written, pictorial and photographic sources. Every opportunity should be taken for children to have first hand experience by visits to museums, buildings contemporary to the period etc. Human resources both in terms of crafts and memories, can be used for the most recent topics.

Home-school links

Parents are encouraged to support History by

- encouraging their child to find information through the use of books, ICT and discussions
- by bringing artefacts from the home into school for display and discussion
- supporting in any homework activities
- supporting class teachers in visits

Monitoring

The quality of teaching and learning in history is monitored by the co-ordinator through:

- Work trawls, usually undertaken each term.
- Lesson observations.
- Monitoring of teacher planning.

Review

This policy was adopted in March 2015 and will be reviewed in the year 2018.

