

Atwood Primary School

History Policy



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(or to meet new legislation and practices)

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Policy for History

“How do you know who you are unless you know where you have come from? How can you tell what is going to happen, unless you what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next.” Tony Robinson in The National Curriculum.

We teach history to:

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Through history we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Principles of Learning

HISTORY is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world.
- The information handling skills developed through the study of history are life skills.
- Historical awareness facilitates responsible participation in society.

HISTORY is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “History in the National Curriculum”. Each key stage “Programme of Study” has the following components:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretations.
- Historical enquiry.
- Organisation and communication.

In learning history pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past

Principles for Teaching

The HISTORY CURRICULUM in KS1 and KS2 is organised on a topic basis.

- The emphasis on our teaching of history is on integrated learning, linking the subject with many other areas of the curriculum. Our focus is on topic work which develops a range of study skills allowing children increasingly to take control of their own learning.

- There is no specialist teaching in history, it is taught by class teachers.
- Teaching Assistants are used in history if available, to assist as appropriate.
- Pupils with special needs may receive extra support in the classroom by use of differentiated tasks and/or help from a non-teaching assistant.
- Homework is used to support history.
- Excellence in history is celebrated in display, presentation, topic books and KS2 class assemblies.
- Equal opportunities are addressed by the whole school policy, but a mutual respect and tolerance for all cultures will be promoted through the study of history.

When teaching history we:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

Principles for ensuring Progress and Continuity

PLANNING in history is a process in which all teachers are involved. This is developed through a process of collaboration between staff, and approved by Governors.

- The Planning is drawn up by staff and are carefully balanced to ensure full coverage of the National Curriculum. The co-ordinator monitors this.
- Work plans (including detailed lesson plans) are drawn up by individual teachers for each half term in which history is to be taught. Cross curricular links are developed as part of the Creative Curriculum.

Principles for Assessment

To assess pupils' progress in history we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the levels of attainment statements from the National Curriculum. To ensure that these are accurate we have developed a portfolio of annotated pupils' work and teachers' descriptions and analysis of pupils' performance.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.
- Assessment is recorded using Classroom Monitor.
- AFL is integrated into each lesson.

Principles for the Use of Resources

- Classroom resources in history are kept, clearly labelled, in the classroom.
- Central resources in history are the responsibility of the history co-ordinator.
- Visits to historical sites, galleries and museums are an integral part of the Programme of Study and are carefully planned to support classroom activities.
- Visiting speakers and Drama groups are also planned into the topics.
- Information Technology is a major resource used in history.