

LITTLE KINGSHILL COMBINED SCHOOL

History Policy



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HISTORY POLICY

THE NATURE OF HISTORY

History is the study of past and present civilisations and people. It chronicles, investigates and explains the past and helps understanding of the present by reference to records and artefacts left by previous generations.

Aims

- To develop an understanding, interest, curiosity and enthusiasm for history
- To provide children with a sense of their own identity
- To develop a sense of chronology and historical perspective
- To develop knowledge, skills and concepts, in particular the skills of enquiry, analysis and evaluation
- To enable children to organise and communicate historical information using a variety of methods

Objectives

- To provide children with a rich environment in order to stimulate interest in and curiosity about past historical personalities, events and issues
- To teach children about how the past was different from the present and that people from other times and places may have had different values and attitudes
- To give children knowledge and understanding of their own cultural roots and those of other cultures in the modern world
- To help children to understand the nature of evidence by emphasising history as a process of enquiry
- To emphasise that historical events are written from a specific perspective, and that the same event is very likely to be written about differently by different groups of people.
- To emphasise that histories are not facts, but very much an entry point into modes of enquiry, in order to understand how the same event may have been experienced differently by different groups of people.
- To develop across Key Stages and through Study Units the concepts of:
 - cause and effect
 - continuity and change
 - evidence
 - chronology and narrative
 - similarity and difference
- To use history as a vehicle to enrich other areas of the curriculum

Organisation and Management

Foundation Stage: History is usually taught as part of the **Understanding the World** '*people and communities*' Early Years Foundation Stage Learning Goals.

Key Stage 1 and 2: History is taught as a discrete subject in year groups

In both Key Stages, the predominant mode of working in history is class teaching, with co-operative group work and individual work used as appropriate. Within this structure, groups are usually of mixed ability and relevant discussion is encouraged.

History is usually taught by class teachers. They may invite outside speakers to develop effective learning. Visits are arranged to museums and sites of historical interest. These provide children with a wide variety of opportunities for historical research and experience.

Teaching and Learning Strategies

A full range of differentiated approaches are used, including:

- discussion about sources, issues or periods
- debate and the expression of views and attitudes
- developing a questioning approach
- handling and use of artefacts, pictures and documents
- communicating and recording life in the past
- speculating about why things happened, how people thought
- visits to places of historical interest
- talking to older people to understand the importance of memories and stories from the past
- using role play to reconstruct and empathise with events from the past
- learning through class, group, paired or individual work
- the use of ICT to research, record, simulate and enter data of historical matter.
- storytelling

Skills

The study of history requires the development of a range of skills in order to interpret primary and secondary source material, e.g. documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites.

These are:

- placing events, people and changes into correct periods of time
- posing and answering historical questions
- making judgements about the reliability of sources
- drawing inferences from sources and assessing their values
- analysing why accounts of the past differ
- analysing gaps in evidence
- detecting bias

Cross Curricular Links

Obvious links exist with Geography and English, ICT, Art and Design and Technology, and where appropriate, these are planned into the schemes of work.

Assessment

Assessment is usually carried out informally by teachers in the course of their teaching. Children are assessed on:

- Their knowledge and understanding of each historical unit
- Their skills of enquiry, analysis and evaluation
- Their ability to organise and communicate historical information

The outcome of these assessments will be taken into consideration when planning subsequent units of work.

Monitoring and Evaluation

The New Primary History National Curriculum Programme of Study (2014) ensures the coverage of and progression through the Key Stages. Where applicable, both new and current schemes of work are adapted, providing appropriate differentiation for all pupils and a variety of educational experiences. Independent learning and research is encouraged. Evidence of this is collected by means of:

- Examples of children's work
- Record of historical visits and events
- Discussing class work and planning with teachers
- Copies of planning reviewed by the subject leader
- Meetings with the Link Governor and the Subject Leader and also through visits where appropriate and in accordance with the School Development Plan

Inclusion

History reflects the principles from the statement on inclusion in The National Curriculum in England (2014). These are:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs through differentiation
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Health and Safety

If children undertake practical activities or visits they will be taught about potential hazards, risks and risk control. Suitable adult helpers, who are CRB checked, are used to supervise groups of children during educational visits, with the teacher retaining responsibility for both learning and safety including risk assessment. This is in line with the school's Educational Visits policy.

Resources

Resources for specific Study units are stored in topic boxes in each Year group classroom.

There is a selection of information books in the library.

Resources will be audited, evaluated and replenished where necessary on a regular basis to ensure they are updated and relevant.