

HISTORY POLICY – PRIMARY SCHOOL

MISSION STATEMENT

“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning”.

Adopted	November 2007
Review Date	Autumn 2010

INTRODUCTION

The importance of history in the curriculum

Pupils should consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. History fires pupils' curiosity about the past in Portugal and the wider world.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims in history:

- To foster an enjoyment of history and develop a curiosity about the past, which informs an understanding of the present.
- To develop a sense of identity through learning about the development of Portugal and the world.
- To introduce children to what is involved in understanding and interpreting the past.

Working towards and achieving the following skills. History involves the study of:

- Chronology
- Knowledge and understanding of history (cause/consequence, change/continuity, features/ideas/beliefs/attitudes, diversity, links)
- Interpretations of history
- Historical enquiry
- Organisation and communication
- This document sets out the guidelines for the teaching of history within the Primary School at St Julian's.

This policy aims to incorporate the objectives within St Julian's mission statement.

There are three main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It states the school's approaches to this subject in order to promote public, and particularly parents' understanding of the curriculum.

CURRICULUM OBJECTIVES

The aims of the subject will be realised by all pupils, regardless of ability, gender or ethnic group. The aims can be summarised as follows:

- To enable the acquisition of a wide range of historical knowledge, understanding, skills and attitudes
- To develop an enquiring mind
- To encourage fieldwork and analysis of a wide range of historical evidence (e.g. documents, film, music, photographs)
- To encourage pupil's interest in history and their imagination
- To develop understanding and interest in their locality

SKILLS

History develops the following skills and attitudes.

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication
- Observing - making accurate observations
- Enquiring - asking and answering historical questions
- Analysing
- Summarising

The study of history will to develop:

- Curiosity
- Imagination
- Responsibility
- Critical awareness
- Environmental awareness
- Originality
- Open-mindedness
- Initiative
- Pride in work
- Tolerance
- Perseverance
- Co-operation

PROGRAMME OF STUDY, ORGANISATION AND PLANNING

Basing history on the NC programmes of study along side the QCA documentation ensures that complete coverage is achieved and that, within a given year, a balance is maintained (yearly topic grid). In addition there will be a balance between the acquisition of knowledge & understanding and the development of investigational skills. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

In some cases, units of history work will be linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills.

DIFFERENTIATION/SPECIAL NEEDS

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels.

Teaching is differentiated by:

- Outcome
- Task
- Questioning
- Level of support

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

EQUAL OPPORTUNITIES

All children, irrespective of gender, race or ability are offered every opportunity to develop their historical skills through a variety of tasks and use of resources.

ASSESSMENT

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, marking, feedback, etc.) in order to determine how each pupil is progressing. Objectives for History are assessed after each unit of work.

CURRICULUM TIME

The distribution of History lessons through the year differs between year groups according to the topic being studied. This access time amounts to one period per week. In foundation History is taught through topics within the area of knowledge and understanding of the world.

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the individual year group. The effective management of these resources is also the responsibility of each classroom teacher who uses them.

HEALTH AND SAFETY

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.

TEACHING METHODS

History is a subject based around enquiry. It is therefore essential to employ teaching methods that maximise the potential for pupils finding out and communicating about their understanding of the past.

However, a balance must be sought between imparting information and in encouraging children to become active enquirers - between class, group, paired and individual work.

In addition to the use of books and worksheets, use is also made of audio visual aids, ICT, group work, display, project work (based on individual or group research) and practical work. In order to share expertise, resources and ideas and hence develop the subject content and delivery, meetings for staff who teach the same key stage are arranged.

LINKS WITH PARENTS

Parents receive an annual written report and are invited to three parental interviews during the school year.

Teachers also keep parents informed at other times as necessary. In Key Stage 2 the Planner as a home-school link is actively encouraged.