



# History Policy

Reviewed: January 2018

Next Review: January 2020

Signed by Headteacher:

Date:

Signed by Chair of Governors

Date:

## History Policy

### **Aims and Objectives:**

The aims of the teaching of History at Rivers Primary Academy are:

- to equip children with an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to expose children to significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to extend the child's knowledge and understanding of other societies, religions, countries and cultures as well as their own;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop the skills of enquiry, investigation, analysis, evaluation and presentation.

### **Teaching and Learning Style:**

History teaching focuses on enabling children to use the same thinking as historians do. We place an emphasis on examining artefacts and primary sources from different periods in time. We encourage visitors to come into the school and talk about their experiences of the past and we arrange educational visits to places of historical interest.

We recognise the fact that in all classes there are children of different abilities in their knowledge and understanding of 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- setting differentiated tasks;
- using LSAs to support individuals or groups.

There should be opportunities for historical reconstruction in the form of music, dance, drama, displays and role play to enable a greater understanding of what life was like.

### **Curriculum Planning:**

Rivers Primary Academy uses the IPC (International Primary Curriculum) as the basis for the curriculum planning in history, but we have adapted this to the local context by building on the successful units of work that were previously in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and planned progression has been built into the scheme, so that the children are increasingly challenged as they move up through the school.

Curriculum planning in history is carried out in three phases (long term, medium term and short term planning). The long term plan maps out the history topics carried out in each

year group during each key stage.

As the basis for our medium term plans we use the IPC schemes of work which gives details of each unit of work. The medium term plans are recorded in the form of Curriculum Maps.

The class teacher then writes the lesson plans for each history lesson (short term plans). These plans list the specific learning objectives of each lesson.

### **Foundation stage:**

History in the reception class is taught as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, the history side of the children's work is related to the objectives set out in the Early Learning goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of old and new in relation to their own.

### **The contribution of history to other subjects:**

#### **English**

History contributes significantly to the teaching of English in Rivers Primary Academy by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English Lessons are historical in nature. For example, in Key Stage 2 we use the book *Street Child* by Leon Garfield to enhance the children's knowledge of life in Victorian Britain. Children develop their knowledge and presenting skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, etc, through using writing frames.

#### **Information and Communications Technology (ICT)**

We use ICT in teaching history where possible and appropriate. Children use ICT in history to present their written work and to research information using the internet on both computers and iPads.

#### **Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of PSHE. Children develop self confidence by having to explain their views on a number of social questions such as poverty and homelessness. They learn about a democratic society and how racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

#### **Spiritual, moral, social and cultural development**

Children are provided with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Over the course of their time at Rivers Primary Academy, children learn about the role of the church in Tudor times 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 multicultural British society of today.

### **Inclusion issues:**

Teachers provide learning opportunities that are matched to the needs of children with learning difficulties including SpLD (dyslexia). Learning opportunities are also provided for those children that are gifted and talented.

The range and scope of activities and learning experiences provided should allow gifted pupils access to high levels of attainment.

Teaching gifted pupils:

Teachers need to plan to develop the breadth and depth of pupils' experiences and the quality of their responses and outcomes. They need to set suitable learning challenge by:

- ensuring that they can access a wide range of written and non-written historical sources;
- providing support to enable them to access written text (for example through prepared tapes);
- providing opportunities for them to communicate their knowledge and understanding in a variety of ways;
- providing appropriate cultural and social contexts for their learning.

Teaching children with special needs:

History is taught to all children whatever their ability. History forms a part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of the children with learning difficulties and we take into account the targets set for individual children in their IPM's (Individual Provision Maps).

### **Assessment:**

The assessment of children's history work at Rivers Primary Academy will be carried out by making informal judgments as they are observed during each history lesson as well as assessing the children against assessment criteria based on their age. On completion of a piece of work, the teacher will mark work and comment as necessary. On completion of a unit of work teachers make a summary judgement of the children's skills in relation to the national curriculum and IPC levels of attainment. These judgements are updated at the end of each unit of work online using an assessment grid. This information is collated to create a summative assessment for reporting purposes towards the end of each year, and are passed on to the next teacher.

### **Resources**

There are a variety of resources available, including;

1. Written resources - books, maps, newspapers etc.
2. Visual resources- photographs, posters, artefacts, DVDs, the local area etc.

General resources, that will be required by several year groups and for more than one topic, will be stored in the curriculum cupboard.

The children will be encouraged to use technology in the form of iPads and computers to research information as well as books. The library contains a good supply of books to support children's individual research.

### **MONITORING AND REVIEW:**

The subject leader is responsible for monitoring the standards of children's work and the quality of teaching in history. S/he has specifically allocated time for monitoring lessons, and feedback is given to the teachers concerned. S/he is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every two years.