

St. Wilfrid's Church of England Primary Academy



History Policy

June 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust
Love

1. Aims and objectives

We believe at St Wilfrid's that a high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe that teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

At St Wilfrid's we are committed to raising the standards of History for all children, regardless of gender, race, cultural background and ability, by developing their understanding of the world in which they live and preparing them for adult life. The History curriculum here at St Wilfrid's helps pupils to understand the complexity of 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.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of History in our school 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 develop an understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day;
- to develop knowledge and understanding of significant aspects of the history of the wider world;
- 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;
- to allow pupils to gain and deploy a historical grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- 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;
- to develop the ability to ask perceptive questions, think critically, weigh evidence, and sift arguments;
- to equip children with the necessary skills to develop their own perspective and judgements.

Children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

2. Subject Management

St. Wilfrid's Primary Academy work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the history curriculum forward and further developing the subject. History coordinators provide advice for individual teachers about the implementation of this policy, delivering the National Curriculum for History, commercial schemes and resources. The coordinators lead by example by setting high standards in their own teaching and ensure that high quality teaching and learning of History takes place across the school with the achievement and engagement of all pupils being their utmost priority. The coordinators will carry out 'staff audits' to identify any training opportunities and will themselves attend CPD to keep abreast of new initiatives relating to history. Action plans are formulated annually to take the school forward and ensure the teaching and learning of history is the best it can be.

3 .Teaching and Learning style

The school uses a variety of teaching and learning styles in history lessons. Our key aim is to enable children to develop their knowledge and understanding of the world through creatively planned lessons. We do this through weekly planned lessons which have a high proportion of whole class teaching. Each lesson provides opportunities to develop children's speaking and listening skills and to reflect on their learning. Within lessons, children have the opportunity to use a wide range of materials and resources, ICT and multi-media, e.g. DVD, digital photographs, iPads and artefacts.

As history is taught through topics the allocation of time may vary. A history overview has been created to ensure all aspects of the history curriculum have been covered across the school.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise 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 and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in 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. Not all children complete all tasks;
- Using additional adults to support children individually or in small groups.

4. History curriculum planning

If children are to gain maximum access to the history curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching is essential.

We use the national scheme of work for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. We also supplement this with the use of Focus education materials which help to provide creative history lessons and teachers now use 'Learning Challenges.'

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1.

Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis.

The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the history subject leader often discuss them on an informal basis.

Class teachers should update class History scrolls and have these on show within the learning environment. Scrolls should highlight which history skills are currently being taught. These should be updated by the class teacher as skills develop and as new units are covered.

For each unit of History teachers cover two or three discrete History skills. The skills are to be covered once over the key stage. Each set of medium term plans should be handed to the History coordinator with evidence to show the skills taught and a copy of the highlighted skills sheet.

5. Foundation Stage

We teach history in Nursery and reception classes 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, we relate the history side of the children's work 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, using artefacts and discovering the meaning of new and old in relation to their own lives. Children also become familiar with concepts such as timelines, and are introduced to some subject specific vocabulary.

6. The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy and writing Activities are historical in nature, to enhance the children's knowledge and understanding of Britain. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines.

Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing

We use computing in History teaching where appropriate and we meet the statutory requirement for children to use these skills as part of their work in history at Key Stage 2. Children use computing skills in history in presenting written work, researching information using the Internet and have the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that 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

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. 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 multi-cultural British society of today.

7. Inclusion in History

We teach history to all children, whatever their ability. History forms 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 children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

Children identified as being able, gifted or talented in history are challenged appropriately and their progress is monitored.

8. Assessment and recording

Assessment takes place in line with the agreed school's assessment policy. Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers evaluate the work in History against clear expectations. Different strategies are used for assessment procedures. These assessments also enable the teacher to make an annual assessment of progress and attainment for each child, and contribute to the child's annual report to parents.

A written report on the children's progress is given to parents at the end of each academic year and this information is passed on to the next teacher. The history subject leaders monitors children's historical understanding through book scrutinies, pupil interviews and informal lesson observations.

9. Resources

There is a range of resources to support the teaching of history across the school. We are continually building and purchasing high quality resources for all history teaching units in the school. Resources and artefacts can be found within appropriate year groups. A range of software, programmes and apps are available to support history teaching across the school. As part of the SDP planning and evaluation cycle, developmental resources are identified and governors prioritise expenditure against school key issues.

10. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. On the occasions that accidents do occur, we adhere to the school's 'Health and Safety' Policy.

11. Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher and governors an annual report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leaders are allocated release time to manage and fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Signed:

Headteacher: Mr. S. Colothan

Date: June 2017

