

History

Policy



2017/18

Aims Of Handsworth Primary School "A School With Great Expectations"

At Handsworth Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

History teaching at Handsworth Primary School aims to fire up learners' curiosity about the past in Britain and the wider world. We want our children to 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, the children 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.

In History, the children 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

- To promote positive attitudes and enthusiasm for History work in school
- Fire pupils' curiosity about the past in Britain and the wider world
- To help children understand how the past influences the present and what past societies were like
- To develop a chronological framework for their knowledge of societies, events and peoples of the past
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas
- Foster a sense of identity and an increased understanding of pupils' own position in their community and the wider 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
- To know and understand the History of the United Kingdom as a coherent, chronological narrative from earliest times to present day
- To understand and deploy historical terms (such as empire, civilisation and parliament) and concepts (such as continuity and change, cause and consequence)

- 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

Equal Opportunities

At Handsworth Primary School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

Inclusion – Differentiation, More Able Children and Additional Educational Needs

We are committed to providing a rich and challenging curriculum for all our learners; one that promotes the highest standards and encourages each and every individual to achieve their full potential.

Work should be differentiated to match the needs and abilities of all the children in the class. Appropriate learning opportunities should be provided to match tasks to the ability of the children. This can be achieved by differentiated work, scaffolded work and small group work, including the support of teaching assistants.

Teachers provide learning opportunities to match the needs of all children, including children with special needs. Help with literacy and communication might be via using simplified text that children can read and understand; using written materials in alternate formats; using ICT and other aids; using signs and symbols; using amanuensis.

Entitlement

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Expectations

During the **Foundation Stage**, children will work towards the historical aspects of the Early Learning goals for Knowledge and Understanding of the world.

By the end of **Key Stage 1**, most children will be expected to-

- Speak and write about familiar and famous people and events from the recent and more distant past and know where they fit within a chronological framework
- Identify some ways in which the past is represented and use a range of historical vocabulary
- Find out about the past by asking and answering questions and using a range of sources of information.

By the end of **Key Stage 2**, most children will be expected to-

- Develop a chronologically secure knowledge and understanding of British, local and world history
- Be aware of connections, contrasts and trends over time
- Give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did
- Find out about the past by asking and answering questions using a range of resources of information
- Give some explanations for the different ways the past is represented and interpreted
- Record their knowledge and understanding about the past in variety of ways using dates and historical terms.

Programmes of Study

History is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on-

- Understanding of chronology
- Knowledge and understanding of local, European and world history
- Understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Understanding and application of methods of historical enquiry, and applying this knowledge to make historical connections.

Teaching and learning style

Children are taught in their normal class group for history and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning history work teachers are mindful of the ways in which pupils learn. The teaching of history reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions.

Planning

In our school we plan history as part of our Creative Curriculum and the aims and objectives are covered through the topics in our Yearly Curriculum Overviews. Medium term planning takes place co-operatively within year groups. Learning activities should be sequenced to ensure progression and continuity throughout the school. Yearly Curriculum Overviews for each year group are found on the school server. Medium term plans should be saved in the appropriate year group folder.

Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. Children are encouraged to take part in a range of self-assessment and evaluation activities such as, peer marking, 3 stars and a wish, the use of talk partners and so on. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work and edit in purple pen.

Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their history work, all pupils have opportunities to use ICT and a variety of resources, both primary and secondary, where this serves to enhance their learning. Primary to include artefacts and the gathering of oral evidence from living members of the community, and secondary to include books and photographs. Where appropriate, field trips should be undertaken to further enhance the children's learning. Items are kept in the history cupboard in the KS1 corridor or in respective classrooms.

The Role of the subject leader

- To undertake monitoring of standards in history and use this to inform the history action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on history-related issues
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Schemes of Work

History is compliant with the objectives of the History programmes of study in the New Primary Curriculum.

Isabella Lucas & Alison Green
August 2018