

Meadowside CP School and Nursery



History Curriculum Policy

Policy Updated	June 2017
Reviewed & Agreed by Governors	July 2017
Next Review	June 2020
Headteacher	Mr S Wright
Chair of Governors	Mrs J Warburton

Introduction:

History should stimulate the children's interest and understanding about the lives and experiences of people. Meadowside's program of study will help pupils gain knowledge and an understanding of Britain's past and that of the wider world. The children learn 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. 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 British Values 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

The aims of History 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 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 doing so 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 help children understand society and their place in it so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

Teaching and learning

The school uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources,

including ICT. We ensure that history is learnt through lessons, visits/residential visits and external partners.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

History curriculum planning

History is a foundation subject in the National Curriculum. At Meadowside we use the national skills and objectives set out in key stages of work as the basis for our curriculum planning in history. We may adapt the national scheme to the local circumstances of our school as we may use the local environment as the starting point for aspects of our work.

History is our whole school driving theme during the Autumn term. This theme is called Time Travellers and a whole school launch is planned to engage and hook the children. Each year group have a historical focus, ensuring coverage across the key stages, with an individual overarching philosophical question. Class teachers plan using cross-curricular approach with linking texts taught through English. Specific learning objectives for each lesson are set out in a medium term planning document and children are assessed using KLIPS and any pictorial evidence is collected on EARWIG.

We plan the activities in history so that they build upon the prior learning of the children. We also plan trips to ensure our children have a range of experiences as they move through our school. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression, so that there is an increasing challenge for the children as they move up through the school. These skills are then assessed by the class teacher with the subject lead to ensure progression for all children.

The Early Years Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to

five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other specialist adults. The activities that they take part in are imaginative and enjoyable.

Contribution of history to teaching in other curriculum areas

English

History contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. Texts are carefully chosen, linking with the historical focus. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. Children will record their findings and work through reports, diary entries, poetry or narrative applying the skills and knowledge of English,

Mathematics

History contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of chronology and historical number systems such as the Roman numeral and measurement system. They will present information through Venn diagrams and graphs using both hand drawn and computer generated versions.

Computing

We use ICT to support history teaching when appropriate. Children will use ICT for research and delivery of their findings.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 recognise 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 they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

The teaching of history offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various historical topics. 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.

Assessment and recording

We assess the children's work in history whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum skills identified as ARE and record this on KLIPS. The teacher records the child's attainment, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Resources

We have a range of resources to support the teaching of history across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the resource cupboard. An audit of resources will be completed termly by the History team and an order will be given to the school office to replenish the resources. Specialist materials will be supplied by any specialist partners that deliver any learning or activities across the year groups.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History leader. The work of the subject leader also involves supporting colleagues in the teaching of History and being informed about current developments in the subject. The History subject leader gives the headteacher an annual summary report in which s/he evaluates the teaching and learning in the subject, and indicates areas

for further improvement. The History subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work, monitor assessments and when instructed by SLT to undertake lesson observations of history teaching across the school. All activities and visiting partners will adhere to our Safeguarding policy and procedures.