

LANGMOOR PRIMARY SCHOOL

History Policy

Aims and objectives

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils 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, 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, 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.

The aims of history in our school are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Teaching and learning style

We use a variety of teaching and learning styles, combining whole-class teaching methods and enquiry based research activities. In each key stage, children are given the opportunity to visit places of historical interest and offer them the opportunity to examine historical artefacts. Other sources of information are found in books, software and carefully supervised use of the internet. 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. Our pupils are helped to 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. Trip opportunities are also offered to deepen pupil's understanding and sense of time periods.

We recognise that in all classes there are pupils with widely different attainment in history and we seek to provide suitable learning opportunities for all pupils by matching the challenge to the ability of the pupil. We achieve this by:

- Setting tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, through differentiation of work where appropriate
- Grouping pupils by attainment in the room and setting different tasks for each group
- Sitting pupils in mixed attainment groups to allow peer-modelling and sharing of skills
- Providing resources of different complexity related to tasks
- Using support staff directed towards individuals or groups

History curriculum planning

We use the National Curriculum as a basis for our curriculum planning in history. We have adapted this to enable us to use local resources and to meet the needs of our pupils. We ensure that there are opportunities for all pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the curriculum so that the pupils are increasingly challenged as they move up the school.

Curriculum planning in history is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied each term during each key stage, showing links to other areas of the curriculum; the history subject leader works this out with teaching colleagues in each year group and the pupils study history topics as a discrete topic or in conjunction with other subjects. In Key Stage 2 we place an increasing emphasis on independent study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. The medium-term and short-term plans give details of each unit of work for each term and are produced by class teachers based on the Target Tracker statements which are linked to the statutory national requirements. The history subject leader reviews these plans on a regular basis to ensure that our pupils have a complete coverage of the National Curriculum and do not have to repeat topics. The subject leader also ensures that differentiation for LAPs and HAPs is planned for, resources are directed and utilised and a range of activities are planned to enhance learning. Teachers can talk to the history subject leader informally at any time for help with planning and resources.

Topics are planned to build upon prior learning. Pupils at all attainment levels have the opportunity to develop skills and knowledge in each unit.

Foundation Stage

History is taught through the area of development 'Understanding the World'. Pupils look at the lives of people who may help us or be in our families introducing direct history through grandparents. Language is modelled and the children are guided in the provision when an adult is involved. The children are read historical stories to help build their language and introduce them to key figures, events and time periods in history (such as King Arthur and the Great Fire of London) so they are equipped with the foundations of the vocabulary expected in year one.

Long-term curriculum map overview

Key stage 1	Cycle 1			Cycle 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Fire of London, Guy Fawkes Significant Events and people beyond living memory;	Homes – then and now – how homes have changed	Exploration Christopher Columbus (America) Scott and Amundson' race to South Pole (POLAR) Neil Armstrong (First man on the moon) (SPACE)	Transport & Inventions The Wright Brothers Amelia Earhart Stephenson	childhood Schools Queen Victoria Toys	Seaside Grace Darling, daring rescues, wrecks, lighthouses Seaside hols in the past History of the Coastguard
Key stage 2	Cycle 1			Cycle 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	WWII Y3/4 – Overview and children Y5/6 – Detail/Depth and life of Anne Frank	Local interest study Y3/4 – Oadby and Wigston Y5/6 – Describe a study of an aspect or theme in British history beyond 1066	Invaders and settlers Y3 – Romans (Anglo-Saxons for homework) Y4 – Anglo Saxons (Romans for homework) Y5 – Vikings (Normans for homework) Y6 – Normans (Vikings for homework)	Ancient Worlds Y3 – Egyptians (China for homework) Y4 – China (Egyptians for homework) Y5 – Greece (Aztec for homework) Y6 – Aztec (Greece for homework) Salad'	Famous people in History Y3/4 – British Y5/6 – The World	Rulers of England Y3 – Medieval (Tudors for homework) Y4 – Tudors (Medieval for homework) Y5 – Stuarts (Victorians for homework) Y6 – Victorians (Stuarts for homework)

Links with other curriculum areas

Literacy

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking, listening and drama. Some of the texts that we use during literacy are historical in nature and help to develop a greater sense of historical periods. Pupils develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters, explanation texts and through using writing frames. We believe that role-play leads to a greater understanding of events and characters from the past.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through activities such as time lines. Pupils learn to interpret information presented in graphical or diagrammatic form.

Computing

We use computing and ICT in history teaching where appropriate. This could be in the classroom in small groups on one computer with the IWB, in the ICT suite with the whole class using computers or using iPads in the class to support independent research. Digital cameras and iPads are used to record role play activities or to record children's work. There is also a selection of DVDs and CD-ROMs available to support specific topics.

PSHE and citizenship, Spiritual, moral, social and cultural development

History contributes significantly to the teaching of PSHE. Our pupils develop self-confidence by having opportunities to explain their views on a number of social questions through history. The children take part in 'Expos' during the year, displaying and talking about their work to parents and visitors to the school. They discover how to be citizens in a democratic society by learning how laws were made and changed and 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 start to develop tolerance and respect for others.

When teaching history, we contribute to the pupils' spiritual development where possible, for example learning about Remembrance Day in class and assemblies. We also provide pupils with the opportunity to discuss moral questions, or what is right and wrong when studying topics such as child labour in Victorian Britain. Pupils 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 pupils to understand that Britain's rich cultural heritage can be further enriched by the multicultural British Society of today.

Teaching history to pupils with SEND

At our school we teach history to all pupils. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

When progress fall significantly outside the expected range, the pupil may have Special Educational Needs. Our assessment process looks at arrange of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

SEND Support Plans, where appropriate, will lead to individual targets for these pupils and class teachers will use these when planning lessons to ensure accessibility to learning for all pupils.

We enable pupils to have access to the full range of activities involved in learning history. Where pupils are to participate in activities outside the classroom, for example to visit a place of geographical interest, we carry out a risk assessment for the activity to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess pupil's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments appropriately to support moving learning forward. At the end of a unit of work, the teacher adds the pupil's progress to Target Tracker. At the end of the year, this is then moderated by the history subject

leader and passed on to the next teacher. Pupils are encouraged to assess their own learning and achievement compared to at the start of the topic with the use of WILF grids.

The history subject leader keeps samples of pupil's work in an evidence folder. These demonstrate what the level of achievement in history is for each age group in the school.

Resources

The history subject leader holds a budget for their subject. Resources are stored centrally, largely in historical theme boxes. Staff have access to an audit where all resources are listed and are responsible for a correct and orderly return.

Teachers are involved in decisions about how to spend the annual budget and are kept informed of new additions

Monitoring and review

Monitoring of the standards of pupil's work is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, keeping informed of current developments in the subject and providing a strategic lead and directions for the subject in the school. The history subject leader gives the head teacher regular feedback which evaluates the strengths and areas for further improvement in the subject.

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