



# Leftwich Community Primary School

## Policy for History

### Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of history. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

### We teach history to:

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the 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.

### 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

### **In learning history pupils will:**

- Use a range of sources such as people, the local environment, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past

### **When teaching history we:**

- Always explain what we want pupils to know, understand and be able to do in relation to the history they are about to cover.
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure pupils effectively find out about and explain the past
- Actively promote co-operative learning styles
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the levels of attainment statements. To ensure that these are accurate we have developed a portfolio of annotated pupils' work and teachers' descriptions and analysis of pupils' performance.

- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

**In our curriculum history is taught:**

Within a topic approach, making links across the curriculum

During Key Stage 1

- learning and understanding historical vocabulary including, the language of time
- place various artifacts, events and people including parents and grandparents on timelines to increasingly develop a sense of chronology and understand what is meant by "the past"
- to make connections between people and events
- to learn about historical figures
  - to identify changes
  - to investigate primary and secondary sources
- to identify different points of view
  - to communicating knowledge and understanding gained, in a variety of ways

During Key Stage 2

- learning and understanding historical vocabulary, including that of time (for each unit taught, identify the vocabulary children need to understand)
- understanding historical people, situations and events, their diversity and complexity
- identifying reasons, results and changes
- asking and answering questions: knowing questioning is the key to history (key question words: when, where, how, what, who, why)
- investigating sources
- making connections
- recalling, selecting, recording and organising information
- giving reasons for different points of view
- communicating knowledge and understanding gained, in a variety of ways.

## **The use of Information and Communication Technology across the Curriculum**

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in geography
- Pupils will be given opportunities to support their work by being taught to: -
  - Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
  - Develop their needs using ICT tools to amend and refine their work and enhance its quality
  - Exchange and share information, both directly and through electronic media
  - Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

## **Inclusion**

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

## **To teach history we have a range of resources:**

Texts, artefacts, videos, websites, photographs, portraits, primary sources, ICT. In addition artefact boxes may be borrowed from Cheshire West and Chester Teacher's Centre.

## **Current issues / initiatives re: history:**

- cross curricular teaching and learning,
- thinking skills,
- developing a range of co-operative learning styles

### **To monitor and evaluate history the co-ordinator:**

- Supports teachers via co-planning, scrutiny / giving feedback
- Monitors teachers' medium term planning.
- Discusses the children's knowledge and work with them
- Reviews resource provision
- Works co-operatively with the SENCo

Discusses regularly with the headteacher and (if applicable) the history governor, the progress with implementing this policy in the school

### **Review and Evaluation**

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, wall walks, sampling and scrutiny of planning and work etc.

**Policy reviewed October 2014**