

Newton Flotman C of E V.C. Primary School



History Policy

Policy agreed by: _____

Date: _____

Review date: _____

Introduction

History is the study of human experience over time. It is both a body of knowledge and a method of enquiry. Children learning history will need to ask and answer questions such as:

- What happened?
- When did it happen?
- What was it like?
- Why did it happen?
- What different versions are there?
- How do we know?

They should have opportunities to investigate different aspects and periods of history for themselves.

Aims

Our main aim in teaching history is to foster children's curiosity about the past and to develop their enquiry skills.

To achieve this we encourage children to:

- Enjoy and listen to stories about people in the past
- Ask and investigate questions about the past
- To draw conclusions from a range of evidence using primary and secondary sources.

Time Allocation

History is a foundation subject. Time is not necessarily allocated on a weekly basis. History is sometimes taught as part of a topic and at other times as a discrete subject. As part of our drive to deliver a more creative curriculum, history may well form the basis of whole school or class projects.

Planning and links with other subjects

Curricular links will be made whenever possible to enrich all areas of the curriculum.

Teaching and Learning

A variety of teaching and learning approaches will be used such as, group work, whole class teaching, individual research and presentations. Teaching and learning will be built around:

- Using an enquiring and problem solving approach (e.g. Mantle of the Expert) to develop the children's knowledge and interest
- Using, where possible, real sources, artefacts and educational visits to make the history engaging and promote children's interest
- Studying a topic in depth to develop knowledge and understanding
- Using ICT to further research skills (websites, interactive whiteboards etc)
- Where used, the QCA units of work are taught on a 2 year rolling programme within each class.

Recording

The children will record their work in history in different forms depending on the purpose of the activity. Children record their work in order to clarify their

own thinking, to act as a future reference, to communicate with others and to provide evidence of the work in history. We will encourage the children to record their work in written form, pictorially, as a map, chart, diagram or graph (including ICT produced work), as a model, as photographs, or verbally (e.g. class debates, drama or group presentation). Samples and evidence of class work/displays/visits can be found in the subject leader's folder.

Resources

We endeavour to make available a wide range of appropriate resources. Where possible we use authentic sources such as artefacts, photographs, documents, historical sites etc. We use storybooks of historical characters and events and secondary accounts of events including TV, videos, DVDs and reference books and internet resources. Topic collections are available from the School Library Service. A timeline display can be a useful tool to help the children understand the sequence of the era that they are studying.

Special Educational Needs

Reference should be made to the school's SEN policy.

When planning the learning objectives and activities associated with each history unit, we pay particular attention to the ways the curriculum can be modified to make it accessible for all children.

Support Staff

Parents or local people are invited to support the history curriculum by sharing their own knowledge and experiences and are encouraged to talk to the children and support us with further resources e.g. Community Chest.

Equal Opportunities

We recognise that history can provide children with the chance to learn about people from different societies and cultures. We endeavour to ensure equal access to all parts of the curriculum.

Assessment, recording and reporting

In our plans, we identify the learning objectives for history and share this with the children. We keep note of significant progress made by individual children and keep them informed by written or verbal feedback.

In our annual reports we inform parents about their child's achievement in history.

The policy has been reviewed in accordance with the school Disability Equality Scheme.