

William Gilpin C.E. Primary School

History Policy

1 Aims and Objectives

1.1 At William Gilpin CE Primary School, History is learnt as part of the International Primary Curriculum. History stimulates the children's interest and understanding about the life of people who lived in the past, 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 and, by considering how people lived in the past, they are better able to make their own life choices today. 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.

1.1 The aims of history in our school are:

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

2 Teaching and Learning

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we aim to give children the opportunity to visit sites of historical significance. 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. We focus on helping children 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.

2.2 We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty. Not all children complete all tasks.
- Sometimes grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.

3 Curriculum Planning in History

3.1 We use the International Primary Curriculum as a basis for our curriculum planning in history. This means that history is delivered as part of a wider topic heading with many cross-curricular links. The International Primary Curriculum addresses the knowledge, skills and understanding set out in the National Curriculum.

- 3.2** We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.
- 3.3** Because we have mixed age classes, medium term planning is organised on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum. Teachers adapt the International Primary Curriculum to form their medium term planning.

4 Foundation Stage

- 4.1** In the Reception Class, history is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National curriculum, we relate the history aspects of the children's work to the objectives set in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

5 The Contribution of History to Other Subjects

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

5.2 Mathematics

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

5.3 Information and Communication Technology (ICT)

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital and video cameras and scanner to record and use photographic images

5.4 Personal, Social and Health Education (PSHE) and Citizenship

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

5.5 Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural society of today.

6 Assessment and Recording

- 6.1** We assess children's work in history by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in

relation to the national curriculum levels of attainment which we use as a basis for assessing the progress of each child and for passing information on to the next teacher at the end of the year.

7 Monitoring and Review

- 7.1** The history subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in history.

This policy will be reviewed in the Spring Term 2015

Signed:

Date: