

BEREWOOD PRIMARY SCHOOL



History Policy

January 2017

Revised by School	January 2017
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Full Governing Body
Ratified by GB	Thursday 2 nd March 2017
Next Review	Spring 2020



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

HISTORY POLICY

Introduction and aims

The aim of history teaching here at Berewood Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. 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 so doing, to develop the skills of enquiry, analysis,

interpretation and problem-solving. The past influences all aspects of our lives and it shapes the customs and beliefs of the communities to which we belong. It helps the children make sense of the world in which they live.

Through teaching history at Berewood Primary School we aim to:

- Foster in children an interest in the past so they develop an understanding that enables them to enjoy all that history has to offer;
- Enable children to know about significant events in British history and to appreciate how things have changed over time;
- Develop a sense of chronology;
- Understand how Britain is part of a wider European culture and to study some aspects of European history;
- Have some knowledge and understanding of historical development in the wider world;
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Learning and Teaching

Throughout their historical studies the children need experience of a range of sources of information. These, including visits, should enhance the focus of the unit of work, for example, the use of local evidence about the Romans in Britain and the use of oral history in a study of World War 2.

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 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. We promote and encourage children to develop their own voice by expressing opinions that are respected.

History curriculum

We have agreed a long-term plan for the whole school which indicates the topics taught in each term, and to which groups of children.

The following documents are used to teach, evaluate and review the history curriculum:

Learning and Teaching Policy

ARR Policy (ref: role of co-ordinator, assessment etc)
SEN and Gifted and Talented Pupil Policies
Core and Foundation Subject Policies

We use the National Curriculum and other curriculum materials as the basis for our curriculum planning in history. 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 topics we teach so that the children are increasingly challenged as they move up through the school. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding, as well as setting high expectation for attainment in this subject.

Resources

There is an increasing range of resources stored centrally and in individual classes and topic boxes. Resources and teacher support materials are regularly updated as appropriate by the subject leader.

Links to Core and Foundation Subjects

Positive links are made with other subjects where a historical context and/or skills provides an opportunity to build on the requirements of other subjects eg:

English – research skills using a variety of secondary sources of information

Maths – collecting, analysing and presenting data

ICT – use the internet to investigate people/events in the past

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 are historical in nature and therefore enhance the children's knowledge and understanding in history. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Information Communication Technology (ICT)

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 the digital camera to record and use photographic images and they communicate with children in other schools and countries by using e-mail.

Art

Art provides opportunities for children to ask questions about a starting for a piece of work. Using historical artefacts or historical visits provides valuable cross-curricular opportunities to develop skills of enquiry, investigation, analysis and presentation. For example children learn to observe and compare Tudor buildings. Works of art also provide opportunities to learn about life in different times and cultures.

Personal, Social, Health and Citizenship Education. (PSHCE)

Children develop self-confidence by having opportunities to explain their views on a number of social questions related to past events. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism and prejudice is a harmful aspect of society. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

Assessment and Recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a unit of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in their Topic Book on their topic evaluation sheet.

Subject monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and head teacher. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Monitoring and Evaluation

This policy will be reviewed by all staff and Governors as part of the 3 year policy review cycle.